

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

SCHOOL SPEECH PATHOLOGIST (COMMUNICATION DISORDER)



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION
SUMMER 2024



Governors State University CRTL Design Matrix



Program:	Communication Disorder - Speech Pathology	
Standards	Assessment/ Methods	Strategy
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
<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>CDIS 4200: Sociolinguistics</p> <p>Assignment: Reflection Paper 2: Language Identity/Idiolect</p>	<p>Brief objective associated with the standard and or changes that the program made to implement this new activity if it is a change.</p> <p>CDIS 4200: Students are asked to reflect and think critically about how culture is reflected through language use, self-identity, and society. Students discuss each other's attitudes about their language and dialects.</p>
	<p>CDIS 8250: Foundations of Clinical Practice</p>	<p>Students are asked to reflect on lessons learned related to a challenging clinical experience. Students consider what was successful/unsuccessful, what went wrong clinically, etc. Students discuss their own values in decision-making</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>Reflection Assignment related to "Lessons Learned."</p>	<p>related to client interactions, cultural background, and school culture. Through discussion students learn of others challenges (and successes) and gain perspective on levels of correctness/incorrectness. Student's reflections are written and verbal; feedback is from peers and instructors.</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>CDIS 4200: Sociolinguistics</p> <p>Assignment: Reflection Paper 2: Language Identity/Idiolect Discussion Exam 1</p>	<p>Students discuss language attitudes and the historical and social factors on linguistic differences. Students explore factors that influence linguistic and cultural identity (which includes a discussion about their own race/ethnicity, national origin, language socioeconomic class, etc.) and beliefs about themselves and the clients they will ultimately serve.</p>

Standard b	Systems of Oppression	
<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:</p>		
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</p>	<p>CDIS 4200: Sociolinguistics</p> <p>Assignment: Reflection Paper 1: Cultural Competence</p> <p>Discussion/Class participation</p>	<p>Students discuss inequities that exist related to linguistic and dialectal variations and the impact on speech-language assessment, and inappropriate referrals for special education and other aspects of education. Students write a reflection paper on cultural competence that involves distinguishing disorder from dialectal variation, inappropriate referral, and appropriate resources.</p>
	<p>CDIS 8250: Foundations of Clinical Practice (pre-practicum course)</p> <p>Collaborate with teachers and parents at elementary school (community partners FDC and Glenwood Academy)</p>	<p>During interactions with clients, students seek to understand how their background impacts their experience in therapy and discuss client performance with teachers and parents. Students' sessions with clients and student interactions with teachers/parents are observed and evaluated at midterm and final. Interdisciplinary collaboration is included in the course description.</p>
	<p>CDIS 4100: Language Development</p> <p>Service-Learning Activities</p>	<p>CDIS 4100/4900 Students engage in service learning activities that may include: 1) Logan's Love is an organization whose goal is to honor the memory of Logan, a 10-year-old on the Autism Spectrum who lost his life on August 2022. Logan's Love advocates for</p>

empower diverse students and communities.
 6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.
 7) Understand how a system of inequity reinforces certain suppositions as the norm.

CDIS 4900 Clinical Methods

Exams, in-class presentations

CDIS 4200: Sociolinguistics

Assignment: Resource Guide Part I - Historical Background

CDIS 8250: Foundations of Clinical Practice

Collaboration with teachers

CDIS 7800: Swallowing Disorders in Adults and Children

In class discussion and exams

those in the Autism & Disability Communities to live a full, happy, safe, and healthy life. 2) Autism Walk; 3) Ben's Blue Bags - Students develop communication boards for children who are non-verbal. These activities lay the groundwork for discussion about advocacy and helps students develop the confidence/empowers students to advocate for individuals with communication disorders.

CDIS 4200 Students demonstrate an understanding of how to access knowledge and resources in order to advocate for and responsibly work with individuals from diverse linguistic communities (to better empower diverse students). This is demonstrated through midterm and final exams and a final project (In-class presentations on cultural-linguistic resource guides). Students develop a guide for working with clients who speak a language or dialect that is different from their own. Students document the historical background of the language or dialect and its relevant features e.g., syntax. The resource is meant to serve as a guide for all school professionals' use.

CDIS 8250 Graduate students demonstrate advocacy in their collaborations with teachers.

CDIS 7800: Discussion surrounding being sensitive to, advocating for, and meeting culturally appropriate dietary needs of patients with dysphagia from various racial/ethnic backgrounds. Students must demonstrate knowledge of dietary dysphagia levels and consider food preferences of diverse patients.

CDIS 4200: Sociolinguistics

Students discuss inequities that exist related to linguistic and dialectal variations and the impact on

	Assignment: Reflection Paper 1: Cultural Competence	speech-language assessment, and inappropriate referrals for special education and other aspects of education. Students write a reflection paper on cultural competence that involves distinguishing disorder from dialectal variation, inappropriate referral, and appropriate resources.
Standard c	Students as Individuals	
Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.		
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>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</p>	<p>CDIS 4200: Sociolinguistics CDIS 7600: Adult Language and Cognition CDIS 7800: Swallowing Disorders in Adults and Children</p> <p>Reflection Paper 2: Language Identity/Idiolect</p>	<p>CDIS 4200: Students are asked to reflect and think critically about how culture is reflected through language use, self-identity, and society. Students discuss each others' attitudes about their language and dialects. CDIS 4200/7600/7800 Students demonstrate an understanding of their role in speech-language assessment and treatment when working with individuals from culturally and linguistically diverse communities.</p>
	<p>CDIS 4200: Sociolinguistics CDIS 4100 Language Development CDIS 8810/8820/8830 Clinical Practicum</p> <p>Reflection Paper 1: Cultural Competence Discussion</p>	<p>For CDIS 4200/4100 See above descriptions. Students are engaged with families and communities through community partners (e.g., Governors State University Family Development Center - FDC); students participate in a variety of service learning activities including educating teachers and parents at FDC about speech/language development. CDIS 8810/8820/8830 Practicum - All clinical experiences are in the community which provides students with diverse</p>

<p>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>Service Learning</p>	<p>experiences. Students have opportunities to engage with parents/families through IEP meetings and with spouses/caregivers at bedside in medical settings.</p>
	<p>CDIS 8820 Clinical Practicum: School</p> <p>Assessment and Intervention</p> <p>CDIS 4100: Language Development</p> <p>Prevention activities</p> <p>CDIS 8810/8820/8830 Clinical Practicum</p> <p>Assessment, intervention, interviews</p>	<p>CDIS 8820 Students learn classroom systems and policies related to cultural norms in their school-based practicum. Learning is assessed via the Speech-Language Pathology Content exam.</p> <p>4100 Students create Communication Boards for non-verbal children in multiple languages (Spanish, English, and plans for Greek, Serbian, and Arabic).</p> <p>Students in clinical practicum gain experience with translators who are sometimes needed to facilitate communication with parents or caregivers and patients during assessment/treatment.</p>
<p>Standard d</p>	<p>Students as Co-Creators</p>	
<p>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:</p>		
<p>Standards</p>	<p>Assessment/ Methods</p>	<p>Strategy</p>

<p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p> <p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p>	<p>CDIS 4100: Language Development</p> <p>Prevention Activities</p>	<p>CDIS 4100 See previous descriptions of prevention activities and projects. Students created communication boards for children who are non-verbal.</p>
	<p>CDIS 4200 Sociolinguistics CDIS 8250 Foundations of Clinical Practice Discussion Reflection assignment related to "Personal Growth."</p>	<p>4200 See prior discussions 8250 This course provides students with their first clinical experience in the program; it serves as a bridge between academic coursework and full-time clinical practicum. The course is supervised by faculty who assist students in making authentic connections for themselves and the clients they serve. Students participate in a reflection activity at the end of the semester in which they discuss their personal growth as a clinician.</p>
	<p>All academic graduate coursework</p> <p>CDIS 8810/8820/8830 Clinical Practicum</p> <p>Self-assessments, SEIs</p> <p>Self-assessments, supervisor evaluations, site evaluations</p>	<p>Graduate students in the program complete self-reflections for each course completed; although not a graded assignment, students are required to complete self-reflections in order to receive their grade. Students also complete Student Evaluation of Instruction (SEIs) for each instructor/ each course. Faculty use the SEIs to make changes to courses. Students in clinical practicum complete self-reflections and evaluate their site supervisors and the school or medical facility.</p>
<p>Standard e</p>	<p>Leveraging Student Advocacy</p>	
<p>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:</p>		

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>CDIS 8250: Foundations of of Clinical Practice</p> <p>CDIS 8810/8820/8830</p> <p>Prevention activity: Stroke Support Group</p>	<p>Students seek to include their clients in the creation of a learning community in 8250 and in practicum. One example involves student participation in the Stroke Support Group where students create opportunities for expression through social participation. Students write a reflection paper per ASHA's Position Statement on Prevention (which provides guidelines for content to be included in the reflection). The paper is required for students to receive clock hours for prevention.</p>
<p>Standard f</p>	<p>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:

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>CDIS 4200 Sociolinguistics</p> <p>CDIS 8810/8820/8830 Clinical Practicum</p> <p>Course readings; Assignments: Reflections 1 & 2, Resource Guides Part I (History), Part II (Linguistic Features), Part III (Cultural Responsiveness) Assessment and Intervention</p>	<p>Students learn about family cultural traditions in CDIS 4200 and across the curriculum; they apply best practices in clinical practicum.</p> <p>Students learn about best practices that are culturally responsive across the graduate curriculum and apply this knowledge to their clinical practicum experiences.</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>		
Standard g	Content Selections in All Curricula	
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:		
Standards	Assessment/ Methods	Strategy
<p>1) Curate the curriculum.</p> <p>2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including</p>	<p>Across the curriculum academic and clinical</p> <p>Clinical resources, Case Studies</p>	<p>Culturally sensitive materials are identified and used with clients during assessment and intervention in CDIS 8250 and clinical practicum. Students are exposed to such materials through academic coursework. Case studies</p>

<p>print, digital media, and other classroom resources.</p> <ol style="list-style-type: none">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 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		<p>related to culturally-linguistically diverse clients are also found across the curriculum (and especially in CDIS 7400 Speech Sound Disorders and CDIS 8250).</p>
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<p>experiences, social justice work, action research projects, and recognition beyond academia.</p>		
<p>Standard h</p>	<p>Student Representation in the Learning Environment</p>	
<p>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:</p>		
<p>Standards</p>	<p>Assessment/ Methods</p>	<p>Strategy</p>
<p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community. 2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages. 3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc. 4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<p>All courses CDIS 8810, 8820, 8830: Practicums in Speech-Language Pathology</p>	<p>Teachers and students in the CDIS program are diverse. Approximately 40% of students accepted into the program in 2023 are from BIPOC communities; this is especially significant in a field where licensed speech-language pathologists represent only 8.9% of the field. Graduate students in the program provide services in the southland community and across the Chicagoland areas representing all ethnic/racial communities. The program is home to many students who are planning to become bilingual speech-language pathologists. These students are able to request and rotate through clinical placements of their own native language/cultural community.</p>