

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
TRANSFORMATIVE TEACHING PROGRAM**

**EDUC 663 DL1 Culturally Relevant Pedagogy (3 Credits)  
Fall 2019**

**PROFESSORS:**

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**PREREQUISITES/COREQUISITES:**

- Prerequisites: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of the EDUC 659 Teacher Leadership Course.
- Corequisites: EDUC 665 Teacher Inquiry in Practice I.

**UNIVERSITY CATALOG COURSE DESCRIPTION:** Offers opportunity to view how language and culture shape realities, including perceptions of children as learners. Explores cultural constraints and transformative possibilities embedded within cultures.

**COURSE DELIVERY METHOD:** This course will be delivered online using synchronous and asynchronous formats via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 26<sup>th</sup>.

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with Blackboard Collaborate conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- Adobe Acrobat Reader: <http://get.adobe.com/reader/>
- Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
- Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## EXPECTATIONS:

- **Course Participation:** Active and consistent participation in the course as described in the individual course syllabus is extremely important for online courses. Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. The completion of all readings assigned for the course is assumed. Online courses will, at a minimum, have weekly requirements for student participation that can be documented by any or all of the following methods:

- Submission/completion of assignments as specified by the professors
- Communication with the professors
- Active, meaningful, and respectful communication with peers

Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. In addition, students must log-in for all scheduled online synchronous meetings.

- **Log-in Frequency:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Students must also regularly check their GMU email for communications from the instructors.
- **Course Schedule:** Because asynchronous courses do not have a "fixed" meeting day, our sessions will generally start on Wednesday and finish on Tuesday. Synchronous meetings will be arranged as needed.
- **Written Assignments:** All formal written assignments will be evaluated for content and presentation. (Formal assignments do not include Blackboard discussions, class/course feedback, in-class reflections or journaling) The American Psychological Association, Sixth Edition (APA) style guide should be followed for formal written assignments. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support. Students will do the following:
  - Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
  - Develop points coherently, definitively, and thoroughly.

- Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
- Use correct capitalization, punctuation, spelling, and grammar.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.
- **Mentoring/Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send an email to your instructors to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. We suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** We will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructors.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **LEARNER OBJECTIVES:**

**This course is designed to enable students to:**

1. Develop a strong cultural identity so as to be responsible for teaching the whole child by teaching values, skills, knowledge for school success and participation in society
2. Gain knowledge of multicultural theory and practice
3. Link classroom teaching to students' out-of-school personal experiences and community situations in order to develop critical consciousness
4. Gain cultural insight to intelligently address pedagogical issues as they arise in everyday practice

### **PROFESSIONAL STANDARDS:**

This course fits with the core values of the College of Education and Human Development, which include collaboration, research based practice, innovation, ethical leadership, and social justice.

This course is designed to meet the following professional teaching standards:

- GMU Dispositions for a Career Educator III and V
  - Commitment to Key Elements of Professional Knowledge
  - Commitment to Democratic Values and Social Justice

- Teachers College Columbia Teacher Expectations II and IV
  - Learner-Centered Educators
  - Advocates of Social Justice
- NBPTS Propositions 1 and 2
  - Teachers are Committed to Students and Their Learning
  - Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

**REQUIRED TEXTS:**

- Souto-Manning, M., Llerena, C.L., Martell, J., Maguire, A.S., Arce-Boardman, A. (2018). No more culturally irrelevant teaching. Portsmouth NH: Heinemann.
- Brown-Jeffy, S. and Cooper, J. E.(2011). Toward a Conceptual Framework of Culturally Relevant Pedagogy: an Overview of the Conceptual and Theoretical Literature. *Teacher Education Quarterly*. V38 N1 p65-84. This article will be provided on Bb.
- Banks, J.A. (2007). Approaches to multicultural curriculum reform. In J.A. Banks & C.A.M. Banks (Eds.) *Multicultural Education: Issues and Perspectives (6<sup>th</sup> Ed.)*, Wiley: NY. pp. 247-269.
- Gay, G. (2010). *Culturally Responsive Teaching*, 2nd Ed. New York, New York: Teachers College Press. [chapters 7 & 8] These chapters will be provided on Bb.
- Teaching Tolerance (2014). Critical practices for anti-bias education.

**Book Club Choice: Choose one from the following list:**

- Barton, A.C., Ermer, J.L., Burkett, T.A., & Osborne, M.D. (2003). *Teaching science for social justice* (Teaching for Social Justice Series), Teachers College Press.
- Bintiliff, A.V. (2011). *Re-engaging disconnected youth: Transformative learning through restorative and social justice education*. New York: Peter Lang.
- Campano, G. (2007). *Immigrant students and literacy: Reading, writing, and remembering*. New York: Teachers College Press.
- Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.
- Gutstein, E. (2005). *Reading and writing the world with mathematics: Toward a pedagogy of social justice*. New York: Routledge.
- Gutstein, E., & Peterson, B. (2006). *Rethinking mathematics: Teaching social justice by the numbers*. Milwaukee, WI: Rethinking Schools.
- Helguera, P. (2011). *Education for socially engaged art*. Jorge Pinto Books Inc.
- Levstik, L.S. & Barton, K.C. (2010). *Doing history: Investigating with children in elementary and middle schools*. Routledge.
- Quintero, E.P. (2004). *Problem-posing with multicultural children's literature: Developing critical early childhood curricula*. New York: Peter Lang.
- Schmidt, P.R., & Lazar, A.M. (Eds.). (2011). *Practicing what we teach: How culturally responsive literacy classrooms make a difference*. New York: Teachers College Press.
- Selwyn, D. & Maher, J. (2003). *History in the present tense: Engaging students through inquiry and action*. Heinemann.

Sleeter, C. E., & Cornbleth, C. (2011). *Teaching with vision: Culturally responsive teaching in standards-based classrooms*. New York: Teachers College Press.

Vasquez, V.M. (2004). *Negotiating critical literacies with young children*. Mahwah, NJ: Lawrence Erlbaum Associates.

Wade, R.C. (2007). *Social studies for social justice: Teaching strategies for the elementary classroom* (Teaching for Social Justice Series). Teachers College Press.

Whitin, D.J., & Whitin, P.E. (2011). *Learning to read the numbers: Integrating critical literacy and critical numeracy in K-8 classrooms*. New York: Routledge.

\*Please note: Additional articles, chapters, PowerPoint presentations, and media will be posted on Bb as needed.

**COURSE PERFORMANCE EVALUATION (ALIGNED WITH OBJECTIVES):**

Students are expected to submit all assignments on time in the manner outlined by the instructors.

**1. Assignment descriptions**

- Course Participation (Assesses objectives 1, 2, 3, and 4)
- Culturally Relevant Teaching Project – PBA (Assesses objectives 1, 2, 3, and 4). See “Selected performance-based assessment” (#4) below for guidelines.

**2. Course Performance Evaluation Weighting (percentage points)**

Class Participation	
Session #1	10 points
Session #2	10 points
Session #3	10 points
Session #4	10 points
Culturally Relevant Teaching Project	60 points

**3. Grading policies – Grade distribution**

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

**4. Selected performance-based assessment**

Culturally Relevant Teaching Project. This project is designed to provide you time and space to be creative with your curriculum content in designing meaningful, culturally relevant learning opportunities for your students in your classroom(s) or school. The curriculum design must

address the five themes identified in Brown-Jeffy and Cooper's (2011) conceptual framework of CRP: identity and achievement, equity and excellence, developmental appropriateness, teaching the whole child, and student-teacher relationships. (See the article for further explanation of these themes.) Obviously, many of you teach in SOL grade levels and have specific content (units) that "must be covered" so this is an opportunity to reconfigure your content into a broader culturally relevant framework that moves beyond "covering content" for the test; we challenge you to consider how to teach your *students* through the teaching of your content. Your curriculum could move outside of your classroom into the school or even the community. We encourage you to select something that is meaningful to you and your individual context.

Think about ways you can move students beyond "covering the content" to ways of "uncovering the content" within a culturally relevant framework. We are asking you to puzzle out how to do this work in your classroom/school/community. For example, you might redesign a unit that creates opportunities for students to grapple with broader social and cultural issues that impact their own lives today in ways that will help them make sense of and connect personally to the curriculum. As part of your project, you will need to:

- Identify the content and/or learning goals of the project
- Create a lesson that fits within one or more of the following frameworks: multicultural, culturally relevant, or anti-bias.
- Assess student learning formatively (collecting student data about the learning process and their learning throughout the project)

Two Individual Reflections and Sharing:

- A. Reflection One (20 points)
- B. Reflection Two (20 points)
- C. Culturally Relevant Teaching Project Sharing using VoiceThread (20 points)

**Detailed guidelines will be distributed later.**

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

## **CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

### *Policies*

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- b. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- d. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- a. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- b. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://cehd.gmu.edu/>.**

## 663/665 Class Schedule

The two courses are integrated for the fall semester

Sessions	Readings & Assignments
<p><b>Session 1 (2 weeks)</b></p> <p><b>Dates:</b> Aug. 28 – Sept. 10</p> <p><b>Topics:</b> Introduction to Culturally Relevant Teaching (CRT); Overview of the Conceptual and Theoretical Literature; Learner-centered teaching connections to CRT; Teacher Research</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Watch: the video overview of the fall semester</li> <li>2. Read: <ul style="list-style-type: none"> <li>● Brown-Jeffy &amp; Cooper article</li> <li>● Teaching Tolerance Critical Practices for Anti-Bias Education</li> <li>● Banks – Chapter 10: Approaches to Multicultural Curriculum Reform</li> </ul> </li> <li>3. Participate in Discussion #1: Readings (See Discussion folder for guidelines)</li> <li>4. Begin to peruse the “Race: The Power of an Illusion” website to aid in your planning of your CRT Project and in preparation for a discussion in Session 4</li> <li>5. Complete <b>Teacher Research Journal Reflection #1</b></li> </ol>
<p><b>Session 2 (2 weeks)</b></p> <p><b>Dates:</b> Sept. 11 – Sept. 24</p> <p><b>Topics:</b> Exploring culturally relevant teaching; Teacher Research</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Read Souto-Manning et al. text "No more culturally irrelevant teaching"</li> <li>2. Participate in Discussion #2: Culturally Relevant Pedagogy</li> <li>3. Complete <b>Teacher Research Journal Reflection #2</b></li> <li>4. <b>Due: CRP project reflection #1</b></li> </ol>
<p><b>Session 3 (2 weeks)</b></p> <p><b>Dates:</b> Sept. 25 – Oct. 8</p> <p><b>Topics:</b> CRT; Teacher Research</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Read Gay chapters 7 &amp; 8</li> <li>2. Bb Collaborate Session #1 – CRP project check in and bridge CRP into equity focused research</li> <li>3. <b>Complete Teacher Research Journal Reflection #3</b></li> </ol>



<p><b>Session 4 (2 weeks)</b></p> <p><b>Dates:</b> Oct. 9 – Oct. 22</p> <p><b>Topic:</b> Teacher Research</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Read Caro-Bruce chapters 1, 2 &amp; 13</li> <li>2. <b>Synchronous Group Dialogue #1 and Synthesis:</b> (See specific guidelines posted in Bb Assignments folder). As a group (TBA) organize a time to talk [e.g. phone, Bb Collaborate, Skype, other] about the website <i>Race: The Power of an Illusion</i>. <b>Due: Group Dialogue #1 Synthesis</b></li> <li>3. Complete <b>Teacher Research Journal Reflection #4</b></li> </ol>
<p><b>Session 5 (2 weeks)</b></p> <p><b>Dates:</b> Oct. 23 – Nov. 5</p> <p><b>Topic:</b> Teacher Research</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Read Caro-Bruce chapters (choose two)</li> <li>2. Bb Collaborate Session #2 in Mentor groups</li> <li>3. Complete <b>Teacher Research Journal Reflection #5</b></li> </ol>
<p><b>Session 6 (2 weeks)</b></p> <p><b>Dates:</b> Nov. 6 – Nov. 19</p> <p><b>Topic:</b> Teacher Research</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Read your Book Club selection</li> <li>2. <b>Synchronous Group Dialogue #2 and Synthesis:</b> Book Club groups – (See specific guidelines posted in Bb Assignments folder). As a group (TBD) organize a time to talk [e.g. phone, Bb Collaborate, Skype, other] about your chosen book. <b>Due: Group Dialogue #2 Synthesis</b></li> <li>3. Complete <b>Teacher Research Journal Reflection #6</b></li> <li>4. <b>Due: CRT project reflection #2</b></li> </ol>
<p><b>Session 7 (2 weeks)</b></p> <p><b>Dates:</b> Nov. 20 – Dec. 3 (Includes Thanksgiving recess Nov. 27 – Dec. 1)</p> <p><b>Topic:</b> Teacher Research</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Complete <b>Teacher Research Journal Reflection #7</b></li> <li>2. <b>Due Dec. 3rd: CRT project on VoiceThread</b></li> </ol>

<p><b>Session 8 (1 week)</b></p> <p><b>Dates:</b> Dec. 4 – Dec. 10</p> <p><b>Topic:</b> CRT</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Complete Feedback in VoiceThread on CRT project</li> <li>2. Complete end of semester reflective feedback</li> </ol>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### ASSESSMENT RUBRIC

The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

#### Culturally Relevant Pedagogy

CRITERIA	Beginning (Does not meet standards) 1	Developing (Meets standards) 2	Accomplished (Exceeds standards) 3	Exemplary (Exceeds standards) 4
<b>Multiple Perspectives (GMU V, TC IV, NBPTS 1)</b>	Budding understanding of how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues	Understands own perspective and how it affects teaching and relationships with children, families, pedagogy, and colleagues	Understands how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues. Respects difference and avoids deficit thinking. Distinguishes between assumptions and facts	Metacognitively understands the origins of own perspective, questions self about perspectives, actively seeks understanding of others' cultural knowledge and views, respects difference. Avoids deficit thinking. Distinguishes between assumptions and facts
<b>Content Depth (GMU III, TC II, NBPTS 2)</b>	Demonstrates uneven skill and knowledge about the	Demonstrates skill and knowledge about the trends, theories, <i>or</i>	Demonstrates skill and knowledge about the trends, controversies, theories, <i>and</i>	Demonstrates critical metacognition about skill and knowledge on the trends, trends, theories, and

	disciplines and practices that you present	disciplinary practices in education	disciplinary practices in teaching and effectively applies skills and knowledge to create critical, imaginative, and creative thinking for all students.	disciplinary practices in teaching and learning and effectively applies skills and knowledge to create critical, imaginative, creative, and relevant multicultural curricula for all children
<b>Critical Consciousness (GMU V, TC IV, NBPTS 1)</b>	Emergent understanding of personal and/or social power in own experience	Emergent understanding of personal and social power from multiple perspectives in diverse contexts	Consistent understanding of personal and social power from multiple perspectives in diverse contexts and how power connects to perspectives, marginalization, cultural capital, social justice, and achievement.	Analyzes personal and social power from multiple perspectives in diverse contexts, including institutional and societal contexts, and how power and privilege connects to world view, marginalization, cultural capital, social justice, and achievement. Uses critical consciousness as framework in formulation of theory and practice in teaching and learning.
<b>Addresses Academic Achievement through a CRP Framework</b>	Minimally addresses student academic achievement	Proficiency is expected of and encouraged in most students, defined by a range of assessments	Proficiency is expected of and encouraged in all students, defined by a range of assessments	Excellence is expected of and demonstrated by all students, defined by a range of assessments
<b>Addresses Cultural Competence through a CRP Framework</b>	Minimally acknowledges the cultures of students in the classroom	Acknowledges that all students have culture and incorporates authentic and nuanced	Learns from students to make regular and explicit connections between home-community and school cultures/	Engages with students in regular and explicit critiques of privilege, including in classrooms that are “all White”

		examples of home-community cultures/ language/ race/ethnicity in the classroom	languages/ race/ ethnicity that honors multiple ways of being	
<b>Addresses Critical Consciousness through a CRP Framework</b>	Does not discuss or create opportunities for students to understand the root causes of inequality	Creates opportunities for students to develop and/or deepen awareness of root causes of inequality	Creates opportunities for students to develop ideas for eliminating root causes of inequality	Creates opportunities for students to take actions for changing root causes of inequality