

EDCI 3320: Analyzing Issues of Diversity

**A. MAJOR COURSE REQUIREMENTS:**

- Individual and group research/presentation on topic of diversity
- Authentication of curriculum materials and text
- Diverse children's and young adult literature book share

**B. LEARNING OBJECTIVES:**

**TExES PPR Standards**

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- 4.1 – 4.4** working with diverse students and families
- 4.5 – 4.8** collaborative and cooperative working relationships with colleagues
- 4.11 – 4.13** professional development responsibilities to support instructional practice

- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 4.2s apply procedures for conducting effective parent-teacher conferences;
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns;
- 4.4s engage families in their children's education and in various aspects of the instructional program
- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;
- 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).
- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework).

**C. LECTURE OR DISCUSSION TOPICS:**

- Concepts of Diversity (race, class, gender, sexuality, ability)
- Systemic barriers (School to Prison Pipeline)
- Community and school neighborhood demographics
- Family dynamics and communication
- Interrogating curriculum and texts for authenticity and bias

**D. REQUIRED & RECOMMENDED READINGS**

Nieto, S., & Bode, P. (2012). *Affirming Diversity. The Sociopolitical Context of Multicultural Education*. White Plains, NY: Longman Publishing Co., Paperback, 6th edition. ISBN 978013136734

**E. ASSIGNMENTS**

Course Description:	This course embraces the issues of diversity in general education classrooms. Teacher candidates will learn how to critically analyze curriculum materials to ensure diverse representation. The course will also include instructional strategies to enable early childhood and elementary students to become critically conscious citizens in society.	
Assignment Title: School Family Involvement & Volunteer Event	Assignment Description: Faculty will facilitate an opportunity for preservice teachers will attend and volunteer a school event focused on diversity. Cultural Iceberg.	PPR Standards Covered: 4.1k, 4.2k, 4.1s, 4.11s  ESL Standards: 2.3, 2.5  Branch Ed Standard: 3
Assignment Title: Role Playing Scenarios Assignment	Assignment Description: Faculty will provide students with scenarios that introduce a variety of diverse issues (i.e., race, ability, social class, religion, language, family structures, gender, belief systems, preferred learning styles, personality, sociocultural factors, home environment, motivation, exceptionalities etc.). In pairs or small groups, the students will role play the scenario and plan for how they would approach a parent-teacher conference with the individuals introduced in the scenario.  Next, the students would observe/review the various scenarios over the course of the semester.	PPR Standards Covered: 4.2s, 4.3s, 4.5s, 4.13s  ESL Standards: 2.4, 2.7, 2.8  Branch Ed Standards: 1, 3, 4, 9
Assignment Title: Diversity Assessment Action Plan	Assignment Description: The students would be assigned a specific scenario from the various role playing activities over the semester. Students will be required to develop an Action Plan to address the scenario and how to create bridges into classroom practices.  Students should consider all areas of diversity, social and emotional learning, language, etc.	PPR Standards Covered: 4.4s, 4.5s, 4.6s, 4.8s  ESL Standards: 2.1, 2.2, 2.6, 2.9  Branch Ed.: 4, 5, 8