

A Framework for Enhancing Culturally Responsive Teaching in the Teacher Education Curriculum

Year 1

Goals	Objectives	Faculty Activities	Student Activities
<p>Goal 1: Increase faculty understanding and use of culturally responsive pedagogy</p>	<p>Objective 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy</p> <p>Objective 2: Introduce faculty to best practices for culturally responsive teaching</p> <p>Objective 3: Review courses and integrate culturally responsive practices through programs</p>	<p>Expert talk on implicit bias.</p> <p>Expert talk on creating an identity safe and culturally responsive learning community.</p> <p>Expert talk on culturally responsive evidence-based practices.</p> <p>IC training with faculty developing graduate courses by CEEDAR experts.</p>	
<p>Goal 2: Increase the ability of program graduates' skill in using culturally responsive practices</p>	<p>Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.</p> <p>Objective 2: Increase the ability of program graduates' skill in using</p>	<p>Teacher education faculty developed 5 graduate diversity courses to be used for an emphasis area for the specialist and doctorate degrees.</p>	<p>Workshop on implicit bias with topic expert.</p> <p>Workshop on addressing sensitive topics of diversity with expert from <i>Facing History and Ourselves</i>.</p> <p>Chamber music performance that explores diversity through chamber music, <i>Of Ebony</i></p>

	culturally responsive practices.		<p><i>Embers</i>(explored the <i>Harlem Renaissance</i>).</p> <p>Special viewing and discussion of <i>Hidden Figures</i> movie in partnership with School of Engineering, Center for Inclusion, and Student Activities Association in the Grove.</p> <p>Video chat discussions filmed with undergraduate and graduate students about their diversity experiences (<i>Multicultural Moments</i>).</p>
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Year 2

Goals	Objectives	Faculty Activities	Student Activities
<p>Goal 1: Increase faculty understanding and use of culturally responsive pedagogy</p>	<p>Objective 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy</p> <p>Objective 2: Introduce faculty to best practices for culturally responsive teaching</p> <p>Objective 3: Review courses and integrate culturally responsive practices through programs</p>	<p>Brown Bag - Engaging in Courageous Conversations about Charlottesville: How to and When?</p> <p>Education Symposium – Faculty in and outside of the School of Education presented posters on topics related to the state of education for African American students in Mississippi 63 years after Brown v. Board of Education</p>	
<p>Goal 2: Increase the ability of program graduates’ skill in using culturally responsive practices</p>	<p>Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.</p> <p>Objective 2: Increase the ability of program graduates’ skill in using culturally responsive practices.</p>	<p>Workshop on using the CEEDAR NIC to analyze programs and courses with CEEDAR experts.</p> <p>Syllabi and course activities uploaded to the CEEDAR NIC.</p>	<p>Workshop on using culturally relevant children’s literature.</p> <p>Workshop on addressing sensitive topics of diversity with expert from <i>Facing History and Ourselves</i>.</p> <p>Education Symposium – Undergraduate and graduate students in and outside of the School of Education presented posters on topics related to the state of education for African American students in</p>

			<p>Mississippi 63 years after Brown v. Board of Education</p> <p>Doctoral student panel discussion on the state of education for African American students in Mississippi 63 years after Brown v. Board of Education in conjunction with the Black History Month celebration.</p> <p>Chamber music performance that explores diversity through chamber music, <i>Equally Divine</i> (explored gender fluidity) in conjunction with the Women's History Month celebration.</p>
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Year 3

Goals	Objectives	Faculty Activities	Student Activities
<p>Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.</p>	<p>Task 1: Revise 300/400 level teacher education courses to ensure culturally responsive practices are being addressed with fidelity.</p>	<p>Use the culturally responsive CEEDAR IC to review and revise course syllabi.</p> <p>Explore Iris Module on culturally responsive practices.</p> <p>Faculty diversity retreat on diversity, equity, and inclusion.</p>	<p>Workshop on addressing sensitive topics of diversity with expert from <i>Facing History and Ourselves</i>.</p> <p>Workshop on implementing high leverage practices (HLPs) into instruction with CEEDAR expert.</p> <p>Workshop on implicit bias with topic expert.</p>
<p>Objective 2: Increase the ability of program graduates' skills in using culturally responsive practices.</p>	<p>Task 1: Develop district partnership and provide PD on culturally responsive practices.</p> <p>Task 2: Create a faculty/student book study discussion group that focuses on books that explore issues of diversity.</p>	<p>Expert talk on implicit bias with Oxford School District administrators and teachers.</p> <p>Expert talk on implicit bias with SOE faculty.</p> <p>Book study on <i>The Hate U Give</i> and Skype discussion with author of the book (Fall 2018).</p> <p>Book study on another book addressing a diverse topic (Spring 2019).</p> <p>Book study group will attend <i>The Hate U Give</i> movie together and discuss/compare movie and book.</p> <p>Expert talk on HLPs with Oxford School District administrators/teachers and SOE faculty.</p>	<p>Chamber music performance that explores diversity through chamber music, <i>Los Valientes</i> (explores the lives of Diego Rivera, Archbishop Oscar Romero, and Joaquin Murrieta: Zorro) in conjunction with Hispanic Heritage Month celebration.</p> <p>Book study on <i>The Hate U Give</i> and Skype discussion with author of the book (Fall 2018).</p> <p>Book study group will attend <i>The Hate U Give</i> movie together and discuss/compare movie and book.</p> <p>Book study on another book addressing a diverse topic (Spring 2019).</p>

Year 4

Goals	Objectives	Faculty Activities	Student Activities
<p>Objective 1: Program graduates learn culturally and linguistically responsive practices.</p>	<p>Task 1: Revise 300/400 level teacher education courses to ensure culturally and linguistically responsive practices are being addressed with fidelity.</p>	<p>Use the culturally responsive CEEDAR IC to review and revise course syllabi.</p> <p>Use CEEDAR ICs on CRT and ELL practices to continue reviewing & revising course syllabi & to align with essential components & CAEP standards.</p> <p>Embed essential components and CAEP standards in all undergrad TE syllabi.</p> <p>Cross-IHE sharing on incorporating ELL-supportive activities into courses.</p> <p>Participation in <i>Teaching Tolerance</i> workshop on how to utilize resources in courses.</p> <p>Inclusion Advisory Committee planning the <i>Choose to Include Peace Walk</i> honoring the memory of Mr. Emmett Till.</p> <p>Participation in the <i>Choose to Include Peace Walk</i> with SOE students, staff, and others from the University and Oxford Community.</p>	<p>Workshop on <i>Indigenous People Day</i> and the life and death of Emmett Till with expert from <i>Facing History and Ourselves</i>.</p> <p>Viewing of <i>The Hate U Give</i> movie and debrief discussion of movie and white privilege with doctoral program candidate. Students serving on the Inclusion Advisory</p> <p>Committee assisted in planning the <i>Choose to Include Peace Walk</i> honoring the memory of Mr. Emmett Till.</p> <p>Participate in the <i>Choose to Include Peace Walk</i> with SOE faculty, staff, and others from the University and Oxford Community.</p>

Goals	Objectives	Faculty Activities	Student Activities
<p>Objective 2: Develop partnership to increase pre-service/in-service teachers' use of culturally and linguistically responsive practices</p>	<p>Task 1: Develop district partnership and provide PD on culturally responsive practices.</p> <p>Task 2: Facilitate a Book Study</p> <p>Task 3: Continue revision of pre-service coursework</p> <p>Task 4: Develop graduate-level diversity course sequence</p>	<p>Expert talk on implicit bias with Oxford School District administrators and teachers.</p> <p>Expert talk on implicit bias with SOE faculty.</p> <p>Book study on <i>The Hate U Give</i> and Skype discussion with author of the book (Fall 2018).</p> <p>Book study on another book addressing a diverse topic (Spring 2019).</p> <p>Book study group will attend <i>The Hate U Give</i> movie together and discuss/compare movie and book.</p> <p>Expert talk on HLPs with Oxford School District administrators/teachers and SOE faculty. <i>Becoming</i> by Michelle Obama, Fall 2019 <i>Rush</i> by Lisa Patton, Spring 2020</p> <p>Course rotation for 5 diversity courses developed with TE department assistant chair and diversity course faculty.</p> <p>Advertise and market 5 diversity courses in SOE and other departments on campus.</p> <p>Two diversity courses available in Fall 2020 as part of the revamped specialist program. Faculty will obtain certification to teach courses online.</p>	<p>Chamber music performance that explores diversity through chamber music, <i>Los Valientes</i> (explores the lives of Diego Rivera, Archbishop Oscar Romero, and Joaquin Murrieta: Zorro) in conjunction with Hispanic Heritage Month celebration.</p> <p>Book study on <i>The Hate U Give</i> and Skype discussion with author of the book (Fall 2018).</p> <p>Book study group will attend <i>The Hate U Give</i> movie together and discuss/compare movie and book.</p> <p>Book study on another book addressing a diverse topic (Spring 2019).</p>