



Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: Building Classroom Culture	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 4	Total Number of Credits: 3
Course Start Date: June 17, 2024	Course End Date: August 30, 2024
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Dave Beyers	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: \$159	
Materials Fee if applicable: N/A	
Registration Deadline: July 22, 2024	

Course Information

Course Description

The goal of this course is to provide participants with proven strategies and tools for creating and maintaining a healthy classroom culture. Participants will explore the key tenets of social emotional learning, culturally responsive teaching, and equitable practices as a framework through which they can build and support a positive culture in their classrooms. They will explore how their experiences, teaching practices, the selection of learning materials, assessment strategies, and interactions with families, colleagues, and the community shape the culture of their classroom.

In the two Authentic Tasks and Final Project, participants will reflect on their current practices, evaluate their effectiveness in creating a positive classroom culture, and identify areas for growth.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Primary Standards

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport

- Part of creating a healthy classroom culture is establishing respect and rapport. This course focuses an entire module on Relationship Building, in which participants will explore the importance of being intentional about their interactions with students, as well as designing opportunities for students to interact with each other. An emphasis is placed on the use of inclusive language and strategies for building spaces where all students are welcome and encouraged to actively participate in their education.

2b Establishing a Culture for Learning

- The overarching goals of the course is to provide participants with the strategies and tools necessary to create a positive classroom culture. This exploration centers on the key tenets of Social-Emotional Learning, Culturally Responsive Teaching, and equity in education. Throughout the course, participants are presented with opportunities to learn about, reflect on, and discuss how their own culture, bias, norms, abilities, and assumptions - as well as those of their students - impact teaching and learning. This holistic approach is intended to equip participants with the ability to implement key concepts in a way that improves the overall learning environment.

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

- From the first module (*Self-Assessment*) to the last (*Engaging Stakeholders*), participants are asked to reflect on their current practices, evaluate their potential impact on classroom culture, and, when appropriate, adjust those practices to better meet the needs of students. The Final Project culminates in a reflection on what they have learned and requires participants to identify clear “next steps” in their professional practice.

Additional Standards

Domain 1: Planning and Preparation

- 1b - Demonstrating Knowledge of Students

Domain 3: instruction

- 3c - Engaging Students in Learning
- 3d - Using Assessment in Instruction

Domain 4: Professional Responsibilities

- 4c - Communicating with Families
- 4d - Participating in a Professional Community
- 4e - Growing and Developing Professionally

Integration of Standards

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4c - Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Standard 7: Parent, Family, and Community Engagement

- 7a - Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

Standard 9: Technology

- 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9g - Professional development addresses the legal and ethical uses of technology.

Integration of A-Plus Instructional Priorities**Key Shift #1: Focus on Strengthening the Instructional Core**

- Engaging Students in Learning

Key Shift #2: Knowing Your Students

- Instruction that Reflects Students
- Social and Emotional Learning
- Classroom Communities

Pedagogical Approach

This course consists of six modules, each one developed around a variety of strategies to meet the diverse needs of adult learners in the NYC DOE. Each module contains relevant readings and video, reflection, and analysis questions, downloaded journals to encourage reflective practice and ongoing evaluation, and two discussion boards that require participants to apply the skills and concepts

they've learned to a variety of scenarios and personal experiences. The course also includes two Authentic Tasks and a comprehensive Final Project.

Learning is scaffolded throughout the course and across each module. Participants interact with a variety of learning materials through which to explore and reflect on the ideas and strategies presented. That exploration is accompanied by a reflective journal activity and followed by an opportunity to apply what they've learned through a variety of discussions and activities. Participants begin with an exploration of the key components of social-emotional learning, culturally responsive teaching, and equitable practices and a self-assessment of their current practices in regards to each. Then, these three concepts serve as a framework for subsequent modules as participants examine how to apply build culture through the application of these strategies to their teaching practices, interactions with students, the selection of instructional materials, lesson and assessment design, and relationships with families, colleagues, and the community.

All of the learning materials, reflective questions, discussion board prompts, and major assessments are designed to elicit genuine reflection on participant's current teaching practices and student population with the goal of implementing meaningful change through use of the strategies explored throughout the course.

Participants collaborate with colleagues at multiple times throughout the course: in the discussion board prompts in which they are asked to share ideas or strategies to address the question(s) they posted using the ideas and strategies being explored.

Application to Instruction and Student Learning

Course Objectives

As a result of this course, participants will:

- Identify the key tenets of social-emotional learning, culturally responsive teaching, and equitable educational practices.
- Explore strategies for building community with and among their students, families, colleagues, and the community.
- Examine the impact of instructional practices, assessment strategies, material selection, and the Digital Divide on classroom culture.
- Devise actionable steps towards creating a more positive classroom culture.

Course Outcomes

By the end of this course, learners will:

- Develop a working journal of ideas for effectively implementing the strategies associated with creating a healthy classroom culture.
- Assess a lesson plan against the strategies presented in the course.
- Build a continuous improvement plan that outlines detailed next steps for improving teaching practices, lesson design, assessments, and interactions with stakeholders through implementation of the key tenets of social-emotional learning, culturally responsive teaching, and equitable educational practices

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks ([Appendix B](#)) and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

Culturally responsive teaching strategies are a core component of this course and upheld as one of the most effective ways to create a healthy classroom culture. Participants will be required to measure their current practices against these strategies and apply them to the process of building relationships with students and stakeholders, selecting instructional materials and tools, and designing assessment strategies. Participants will reflect on both their own and their students' cultures, experiences, biases, and assumptions throughout the course.

This course requires participants to consistently reflect on both their own and their students' identities, cultures, experiences, biases, and assumptions throughout the course. It emphasizes reflective practice among participants in order for them to identify and question underlying personal and institutional beliefs and practices that may negatively impact their ability to serve their unique student population.

Major Assignment	Due Date
Authentic Task #1: Lesson Plan Evaluation	Self-paced. Due by August 30, 2024
Authentic Task #2: Lesson Plan	Self-paced. Due by August 30, 2024
Classroom Practice Analysis	Self-paced. Due by August 30, 2024
Final Project: Reflection & Next Steps	Self-paced. Due by August 30, 2024

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks ([Appendix B](#)) and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, references to reflective journals, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
<u>Authentic Tasks</u>	30%
<u>Classroom Practice Analysis</u>	15%
<u>Discussion Board Participation</u>	20%
<u>Final Project</u>	35%

Course Calendar

Module #1: A Thoughtful Approach to Culture-Building	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Integration of <i>Danielson Framework for Teaching</i> Components</p> <p>Primary Standards Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a - Reflecting on Teaching <p>Additional Standards</p> <ul style="list-style-type: none"> ● 4e - Growing and Developing Professionally 	<p>Integration of New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> ● 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> ● Instruction that Reflects Students ● Social and Emotional Learning 	<p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> ● 3a - Professional development is based on current research in teaching, learning, and leadership. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> ● 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> ● 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
Objectives:	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> ● Identify social, emotional, and cultural factors that impact the student experience. ● Define equity in the context of education. ● Reflect on the impact of social interaction, emotional development, culture, and equity. 	

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [A Framework for Thinking About Culture Building](#)
- Interactive Presentation: Social and Emotional Factors
- [Discussion Board: Social-Emotional Self-Assessment](#)
- Interactive Presentation: Cultural Factors
- Interactive Presentation: Equity vs. Equality
- [Discussion Board: Reflecting on Culture and Equity](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

** Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)*

** Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups*

** Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity*

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity:

- [Discussion Board: Social-Emotional Self-Assessment](#)
- [Help your students develop the SEL skills they'll need to navigate the digital world](#) by Daniel Vargas Campos
- [Critical Practices for Anti-Bias Education \(#9\)](#)
- [6 Demographic Trends Shaping the US and the World in 2019](#) (PEW)
- [2020 Census Statistics Highlight Local Population Changes and Nation's Racial and Ethnic Diversity](#) (PEW)
- [K12 Disparity Facts & Statistics](#)
- [Understanding Race and Privilege](#)
- [NYSED Culturally Responsive-Sustaining Education Framework](#) (pgs 8-16)
- [What Is Culturally Responsive Teaching?](#) by [Madeline Will](#) and [Ileana Najarro](#)
- [Equity vs. Equality: Giving Students the Tools They Need to Succeed](#) by Naomi Shelton
- [6 Myths About Educational Inequity](#)
- [Equity isn't a Slogan](#) by Dr. Pedro Noguera
- [Equity and Wealth](#)
- [Schools and Social Inequity](#) (video)
- [Guiding Question for Educators: Promoting Equity Using SEL](#)
- [Discussion Board: Reflecting on Culture and Equity](#)

Application to Instruction and Student Learning:

In this introductory module, participants will be introduced to how social interactions, emotional development, and culture impact the development of a positive classroom culture. They will also

explore the difference between equity and equality. Throughout the module, participants will be asked to reflect on their current understanding of and proficiency in these concepts as they are presented.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #2: The Teacher’s Role in Building Culture

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 7

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:

Integration of *Danielson Framework for Teaching* Components

Primary Standards

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 4: Professional Responsibilities

- 4a - Reflecting on Teaching

Additional Standards

- 1b - Demonstrating Knowledge of Students
- 4e - Growing and Developing Professionally

Integration of New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators’ knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a

Integration of A-Plus Instructional Priorities

Key Shift #2: Knowing Your Students

- Instruction that Reflects Students
- Social and Emotional Learning

	safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
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Objectives:

In this Module, learners will:

- Define Social Emotional Learning and Culturally Responsive Teaching.
- Identify strategies for incorporating social emotional learning, Culturally Responsive teaching, and equitable practices into the classroom.
- Reflect on their current practices in the context of creating culture through the concepts presented in this module.

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Reflective Practice Guide](#)
- Interactive Presentation: Promoting Social Emotional Learning
- Interactive Presentation: Culturally Responsive Teaching
- [Discussion Board: SEL & CRT Self-Assessment](#)
- Creating a Brave Learning Space
 - Reading: [Understanding Race and Privilege](#)
- Interactive Presentation: Ensuring Equity
- [Discussion Board: Equitable Practices](#)
- [Authentic Task #1: Lesson Plan Evaluation](#)

Connection to Critical Consciousness/CRSE:

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p><i>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</i></p> <p><i>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</i></p> <p><i>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</i></p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p>	<p>Activity:</p> <ul style="list-style-type: none"> ● Discussion Board: SEL & CRT Self-Assessment ● Teacher Bias - The Elephant in the Classroom ● NYSED Culturally Responsive-Sustaining Education Framework (pgs 25-29) ● Critical Practices for Anti-Bias Education (#4,7,16,20) ● Culturally Responsive Teaching: Examples, Strategies & Activities for Success ● Culturally Responsive Instruction ● Culturally Responsive Pedagogy Self Assessment ● Culturally Responsive Teaching Checklist ● 20 Things I Will Do to Be an Equitable Educator ● A Resource for Equitable Classroom Practices
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<p>□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p>□ Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<ul style="list-style-type: none"> ● Creating a Brave Learning Space ● Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions ● Discussion Board: Reflecting on Culture and Equity ● Authentic Task #1: Lesson Plan Evaluation
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Application to Instruction and Student Learning:

In this module, participants will be formally introduced to the concepts of Social Emotional Learning, Culturally Responsive Teaching, and Equity. Throughout the module, they will explore strategies associated with each of these concepts and measure their current practices against each. The module concludes with Authentic Task #1, in which participants will evaluate a current lesson plan to determine its effectiveness in building a positive classroom culture.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #3: Establishing Culture Through Relationship Building

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

<p>Integration of <i>Danielson Framework for Teaching</i> Components</p> <p>Primary Standards</p> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> ● 2a Creating an Environment of Respect and Rapport ● 2b Establishing a Culture for Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a - Reflecting on Teaching <p>Additional Standards</p> <ul style="list-style-type: none"> ● 1b - Demonstrating Knowledge of Students ● 3c - Engaging Students in Learning ● 4e - Growing and Developing Professionally 	<p>Integration of New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> ● 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> ● 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-based Professional Learning</p>
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<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> Instruction that Reflects Students Social and Emotional Learning Classroom Communities 	<ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
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Objectives:

In this Module, learners will:

- Examine the importance of student-teacher interactions.
- Identify strategies for providing effective feedback that promotes a positive classroom culture.
- Explore strategies for creating opportunities for positive student-student interactions.

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Establishing Relationships](#)
- Interactive Presentation: Student-Teacher Interactions
- Interactive Presentation: Effective Feedback Practices
- [Discussion Board: Feedback](#)
- Interactive Presentation: Student-Student Interaction
- [Discussion Board: Building an Engaging Learning Community](#)

Connection to Critical Consciousness/CRSE:

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p><i>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</i></p>	<p>Activity:</p> <ul style="list-style-type: none"> Discussion Board: Feedback Critical Practices for Anti-Bias Education (#6,8,10,11,17) Reading: Learning to Recognize and Celebrate Students' Cultural Experiences by Rachel Fuhrman
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<p><i>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</i></p> <p><i>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</i></p> <p><input type="checkbox"/> <i>Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</i></p> <p><input type="checkbox"/> <i>Course incorporates clear structures and expectations for participation in a brave learning community</i></p> <p><input type="checkbox"/> <i>Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</i></p> <p><input type="checkbox"/> <i>Course helps participants design and implement a learning environment that cultivates critical inquiry</i></p>	<ul style="list-style-type: none"> ● 10 Principles for Talking About Race in Schools ● Inclusive Language Guide (Northwestern University) ● Reading: Toward Inclusive Learning Spaces by Richard Holeton (EDUCAUSE) ● Reading: Tools for an Equitable Feedback System - Feedback is Emotional ● Artifact review: Journal of Experimental Social Psychology ● Enhancing Student Learning Through Effective Formative Feedback by Juwah, et. al. (pgs 6-14) ● Giving Feedback? Use These Strategies for More Inclusive and Effective Feedback by June Yoshinari Davis ● Feedback Evaluation Checklist ● NYSED Culturally Responsive-Sustaining Education Framework (pgs 19-23) ● Critical Practices for Anti-Bias Education (#3) ● Teaching Kids to Give and Receive Quality Peer Feedback by Paige Tutt ● Using Student Groups: Inclusive Practices (University of Michigan) ● Discussion Board: Building an Engaging Learning Community
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Application to Instruction and Student Learning:

In this module, participants will examine the importance of relationship building as a key component of establishing a positive classroom culture. They will reflect on their current interaction with students, including how they provide feedback, and identify strategies to improve current practices. The concept of building effective learning communities by providing opportunities for student-student interaction will also be explored.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #4: Culture-Building Through Instruction

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
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Time: Self-paced	Assignments due today: August 30, 2024
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Standards and Components Alignment:

<p>Integration of <i>Danielson Framework for Teaching</i> Components</p> <p>Primary Standards Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2b Establishing a Culture for Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4a - Reflecting on Teaching <p>Additional Standards</p> <ul style="list-style-type: none"> • 1b - Demonstrating Knowledge of Students • 3c - Engaging Students in Learning • 3d - Using Assessment in Instruction • 4e - Growing and Developing Professionally 	<p>Integration of New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> • 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> • 3a - Professional development is based on current research in teaching, learning, and leadership. • 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> • 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> • 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> • Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> • Instruction that Reflects Students • Social and Emotional Learning • Classroom Communities 	
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> • Explore strategies and tools for finding inclusive learning materials and activities. • Assess learning materials and activities for their ability to contribute to a positive classroom culture. • Develop an assessment strategy that promotes a healthy classroom culture. 	

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Learning Materials & Assessment](#)
- Interactive Presentation: Finding Materials
- Interactive Presentation: Evaluating Materials
- [Discussion Board: Learning Object Evaluation](#)
- Interactive Presentation: Assessment
- [Discussion Board: Assessment Plan](#)
- [Authentic Task #2: Lesson Plan](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

** Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)*

** Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups*

** Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity*

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity:

- [Discussion Board: Learning Object Evaluation](#)
- [Critical Practices for Anti-Bias Education \(#1,2,5\)](#)
- [Addressing Race and Racism Head-on in the Classroom](#)
- [Inclusive Course Content](#)
- Reading: [Why algorithms can be racist and sexist](#) by Rebecca Heilweil
- Video: [How I'm fighting bias in algorithms](#) by Joy Buolamwini
- Reading: [AI is coming to schools, and if we're not careful, so will its biases](#) - by Andre M. Perry and Nicol Turner Lee
- Reading: [How to identify, address bias in educational technology](#) by Jenni Torres
- Resource: [Seven Forms of Bias in Instructional Materials](#)
- Resource: [Forms of Bias in Textbooks and Instructional Materials](#)
- Resource: [Tools and Guidance for Evaluating Bias in Instructional Materials](#)
- Reading: [7 Core Accessibility Skills \(UMN\)](#)
- [Culturally Responsive Scorecards](#)
- Article Review: [Technologies and Tools to Bridge the Minority Gap in the Classroom](#)
- [Equity and Assessment: Moving Towards Culturally Responsive Assessment](#) by Erick Montenegro and Natasha A. Jankowski
- [Best Practices for Inclusive Assessment - Duke Learning Innovation](#)
- Resource: [Examining Teachers' Practices with ELLs: Equity in Assessment Through](#)

	<p>Socially and Culturally Informed Practices -By Stephanie Cheung</p> <ul style="list-style-type: none"> • Reading: A New Decade for Assessment: Embedding Equity into Assessment Praxis (pgs 6-15) - by Erick Montenegro & Natasha A. Jankowski • Working Toward Culturally Responsive Assessment Practices - NCTE by Valenté Gibson • Reading: Equity and Assessment (26 pages) • Podcast: Equity for Historically Marginalized • Discussion Board: Assessment Plan • Authentic Task #2: Lesson Plan
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Application to Instruction and Student Learning:

In this module, participants will apply strategies for finding and evaluating learning materials for their ability to address the key components of social emotional learning, Culturally Responsive teaching, and equity. Additionally, they will develop an inclusive and equitable assessment strategy that will positively contribute to the overall classroom culture. The module concludes with Authentic Task #2, in which participant will develop a lesson plan that incorporates the concepts explored to this point in the course.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #5: Addressing the Digital Divide

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

<p>Integration of <i>Danielson Framework for Teaching</i> Components</p> <p>Primary Standards Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4a - Reflecting on Teaching <p>Additional Standards</p> <ul style="list-style-type: none"> • 1b - Demonstrating Knowledge of Students 	<p>Integration of New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
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<ul style="list-style-type: none"> ● 4e - Growing and Developing Professionally 	<p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> ● 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
<p>Integration of A-Plus Instructional Priorities</p> <p>Key Shift #1: Focus on Strengthening the Instructional Core</p> <ul style="list-style-type: none"> ● Engaging Students in Learning <p>Key Shift #2: Knowing Your Students</p> <ul style="list-style-type: none"> ● Instruction that Reflects Students ● Social and Emotional Learning ● Classroom Communities 	<p>Standard 3: Research-based Professional Learning</p> <ul style="list-style-type: none"> ● 3a - Professional development is based on current research in teaching, learning, and leadership. ● 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> ● 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> ● 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> ● 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> ● 9c - Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments. ● 9g - Professional development addresses the legal and ethical uses of technology.
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> ● Define the Digital Divide. ● Identify the effects of the Digital Divide on learning. ● Diagnose the causes and symptoms of the Digital Divide among your students. 	

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Digital Divide Journal](#)
- Interactive Presentation: What is the Digital Divide?
- [Discussion Board: Evidence of the Divide in Your Classroom](#)
- Interactive Presentation: Impact on Learning
- Interactive Presentation: Impact on Teaching
- [Discussion Board: Challenges and Opportunities](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

** Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)*

** Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups*

** Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity*

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity:

- [Discussion Board: Evidence of the Divide in Your Classroom](#)
- Video: [The reality of America's digital divide](#)
- Reading: [Nearly one-in-five teens can't always finish their homework because of the digital divide](#) -by [Monica Anderson](#) and [Andrew Perrin](#)
- Reading: [10 Questions for Equity Advocates to Ask About Distance Learning](#)
- [Harvard EdCast: Remote Learning and the Digital Divide](#)
- Reading: [Smartphones Help Blacks, Hispanics Bridge Some - But Not All - Digital Gaps with Whites](#) -by [Sara Atske](#) and [Andrew Perrin](#)
- [Students of color most likely to be learning online: Districts must work even harder on race equity](#)
- Reading: [About a quarter of rural Americans say access to high-speed internet is a major problem](#) -by [Monica Anderson](#)
- [Despite improved access, digital divide persists for minority, low-income students](#)
- Reading: [The Digital Divide and Educational Equity](#)
- [How Teachers Can Narrow the Digital Divide in Their Classrooms](#)
- Reading: [Ending the Digital Divide is Key to Educational Equity](#)
- Video: [Digital Divide and Education Inequality](#) -Interview of [Rose Stuckey Kirk](#)
- [Discussion Board: Challenges and Opportunities](#)

Application to Instruction and Student Learning:

In this module, participants are introduced to the Digital Divide that exists between various groups in our society. After defining Digital Divide and its impact on society, participants will look at how it affects students and learning in particular. They will examine evidence of the Digital Divide and its effects in their own classrooms, as well as how incorporating technology into the classroom could close (or expand) the Digital Divide that exists among those students who have opportunities and skills enabling them to benefit from digital resources, especially the internet, vs. those who do not have these opportunities or skills.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #6: Engaging External Stakeholders

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 10 (including Final)

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:**Integration of *Danielson Framework for Teaching* Components****Primary Standards**

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 4: Professional Responsibilities

- 4a - Reflecting on Teaching

Additional Standards

- 1b - Demonstrating Knowledge of Students
- 4c - Communicating with Families
- 4d - Participating in a Professional Community
- 4e - Growing and Developing Professionally

Integration of New York State Professional Development Standards and Indicators**Standard 1: Designing Professional Development**

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.

Integration of A-Plus Instructional Priorities**Key Shift #2: Knowing Your Students****Standard 5: Diverse Learning**

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their

<ul style="list-style-type: none"> • Social and Emotional Learning • Classroom Communities 	<p>students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.</p> <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> • 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. <p>Standard 7: Parent, Family, and Community Engagement</p> <ul style="list-style-type: none"> • 7a - Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
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Objectives:

<p>In this Module, learners will:</p> <ul style="list-style-type: none"> • Explore strategies for engaging with parents and families as a way to positively impact classroom culture. • Identify stakeholders in their school, district, and community to serve as partners in strengthening classroom culture. • Identify next steps for improving the culture of their classroom.
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Topics and Agenda:

<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> • Downloadable Resource: Professional Growth Opportunities • Interactive Presentation: Families • Discussion Board: Parent Meeting • Interactive Presentation: School/District • Interactive Presentation: Community • Discussion Board: Reflective Practice Plan • Classroom Practice Analysis • Final Project: Reflection & Next Steps

Connection to Critical Consciousness/CRSE:

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p><i>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</i></p>	<p>Activity:</p> <ul style="list-style-type: none"> • Discussion Board: Parent Meeting • NYSED Culturally Responsive-Sustaining Education Framework (pgs 31-43) • Critical Practices for Anti-Bias Education (#12,13,14,15,18,19)
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** Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups*

** Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity*

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

- [How to Give Feedback Effectively to Parents Without Getting Too Critical](#)
- [Teacher-Parent Communication Strategies to Start the Year Off Right](#) by Paige Tutt
- [Six Steps to Partner With Diverse Families](#) by Karen Buchanan and Thomas Buchanan
- [Parent Perspective Videos](#) from PACER
- [Working Effectively with Families from Diverse Cultures](#)
- [I Have a Question](#)
- [How to break down communication barriers between teachers](#) by Amanda Morin
- Video: [The Importance of Listening: Diversity, Equity, and Inclusion in Feedback](#) with Eliza Singleton, Zach Nunn, and Valerie Threlfalls
- [Discussion Board: Reflective Practice Plan](#)
- [Classroom Practice Analysis](#)
- [Final Project: Reflection & Next Steps](#)

Application to Instruction and Student Learning:

In this final module, participants will examine strategies for partnering with families, colleagues, and community members to build and maintain a positive classroom culture. An emphasis will be put on continuous improvement through feedback and reflective practice.

In the final project, participants will reflect on their current practices and identify clear next steps for incorporating social emotional learning, Culturally Responsive teaching, and equitable practice into all aspects of their professional practice in order to build a healthy classroom culture.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

APPENDIX A: DISCUSSIONS

Discussion Boards

Module:	Discussion Board:	Text:
1	Social-Emotional Self-Assessment	<p>At all points throughout these discussions, you are expected to follow the Norms for Facilitating Courageous Conversations.</p> <p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Complete the Personal SEL Reflection to get a sense of where your own social and emotional strengths are. • Are the results of this reflective activity surprising to you? Why or Why not? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Which of the competencies assessed (Self-awareness, Self-management, Responsible Decision Making, Relationship Skills, Social Awareness) do you believe is your biggest strength? Explain. • In which of these areas (Self-awareness, Self-management, Responsible Decision Making, Relationship Skills, Social Awareness) do you believe you have the most room to improve? Explain. • Provide an example of how the strength or area for improvement you identified has impacted an interaction you've had in the past. • How do you think your social and emotional skill set might impact your experience as a student in this course? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
1	Reflecting on Culture and Equity	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Review the 6 Myths About Educational Inequity. • Which, if any, of these myths surprised you or challenged your current thinking? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Which of these myths do you think is most pervasive among your community or society as a whole? What factors do you believe contribute to its prominence? • Which of these myths do you think is most important to debunk among your community or society as a whole? Why? • In what ways might your own experiences, beliefs, culture, and assumptions have contributed to the answers you provided to the prompts above? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
2	SEL & CRT Self-	Reflect on what you've learned.

<p>Assessment</p>		<ul style="list-style-type: none"> • How well do your current teaching practices (past or present) incorporate the principles of SEL and CRT? • What impact (positive or negative) might this be having on your have on classroom culture? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly share the results of your SEL in the Classroom Self-Assessment. Which of the three areas was your biggest strength? Which was your biggest opportunity for improvement? Explain. • Briefly share the results of your Culturally Responsive Pedagogy Self Assessment. Which of the four criteria (5a, 5b, 5c, 5d) was your biggest strength? Which was your biggest opportunity for improvement? Explain. • How are the experiences, abilities, cultural norms, and assumptions of you, your students, and the larger community reflected in your self-assessment results? • Where did you notice overlap between your SEL and CRT self-assessments? In other words, are there areas of your current practice that you could adjust to better address both the social-emotional and cultural components of your classroom culture? • If you made these adjustments, what would you expect the initial results to be? What additional barriers or opportunities might you face after implementing them? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
<p>2</p>	<p>Equitable Practices</p>	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Review the list of 20 Things I Will Do to Be an Equitable Educator. • Which of these practices have you incorporated into your current or past classroom environments? Of those that you yet to implement, which ones might be (or have been) most easily incorporated? • If you're currently teaching, attempt to implement one of these equitable practices and reflect on the experience. If you are not currently teaching, think about a past experience where you could have implemented a new practice and what the impact might have been. <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Review the list of 20 Things I Will Do to Be an Equitable Educator. Choose at least two practices that you are currently implementing and provide a specific example of how each is incorporated into your classroom. • Choose at least two practices that you have not yet implemented and describe how you might be able to incorporate each of them into your classroom. If you are not currently teaching, draw on past experience to inform your answer. If you are currently teaching, consider implementing your chosen practices in your current classroom and reflecting on the experience.

		<ul style="list-style-type: none"> Describe or predict the initial results of implementing these strategies. What additional barriers or opportunities might you face afterwards? Describe at least one way in which the practices you described above ensure support of the tenets of CRSE covered in this module (#4,7,16,20). <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
3	Feedback	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> Based on what you've learned so far, where do you feel your overall strengths and weaknesses lie in regards to providing effective (timely, specific, and personal) feedback? How might these strengths and weaknesses enhance or minimize your ability to create a positive classroom culture? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> Identify at least two different ways that you have provided your students with feedback in your classroom. Provide an example of each. Explain how these strategies address the key components of Social Emotional Learning, Culturally-Responsive Teaching, and equitable education practices. In what ways might your own experiences, beliefs, culture, and assumptions contribute to the practices you identified above? How might institutional norms, structures, and policies be influencing these practices? How might you use this knowledge to improve your ability to address the needs of students in your current or future teaching assignment and support the tenets the of CRSE covered in this module (#6,8,10,11,17) and the creation of a brave learning space? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
3	Building an Engaging Learning Community	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> How often do you provide opportunities for students to interact with each other in your classroom?

		<ul style="list-style-type: none"> • Are these experiences largely productive, engaging, and positive for students? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe one strategy or activity you currently use - or would consider implementing - to provide opportunities for quality student-student interaction in your classroom. • What type of experience would this strategy provide to your students in regard to their abilities, race, culture, experiences, etc. How might different students see themselves represented or positioned in this activity? • What changes might you be able to make in your approach to student-student interaction to better foster an engaging, inclusive, and equitable learning environment that reduces bias, promotes safety and diversity in the classroom, and supports the unique needs, learning styles, and racial and cultural identities of your students. If you are not currently teaching, draw on past experience to inform your answer. If you are currently teaching, consider implementing the changes you've identified in your current classroom and reflecting on the experience. • Describe or predict the outcome of the initial implementation of these strategies. What additional adjustment were (or might be) necessary. • How would these changes promote the key components of social emotional learning, culturally-responsive teaching, and equitable education practices. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
4	Learning Object Evaluation	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Think about the current learning materials and activities you use in your classroom and evaluate them against the concepts and criteria presented in this module. • Which of these materials and activities promote a positive classroom culture? Which ones might you need to re-think? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Choose a resource or activity that you have or would consider implementing in your classroom. Provide a description of (or link to) the resource or activity you chose, and a brief overview of the context in which you would use it. • Using the tools and strategies discussed in this module, assess your chosen resource or activity for any potential issues with bias, accessibility, fair use, and privacy, as well as for its ability to accurately represent and support the unique needs, learning styles, and racial and cultural identities of your students.

		<ul style="list-style-type: none"> • How might your chosen resource or activity promote the key components of social emotional learning, culturally-responsive teaching, and equitable education practices? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
4	Assessment Plan	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What strategies and tools do you currently use to design assessments? • How might these strategies and tools need to change in order to better promote the classroom culture you're trying to build? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe an assessment you use as part of a past or current classroom and the specific content/professional standards that it aligns to. • Using the tools and strategies discussed in this module, assess this assessment for any potential issues with bias, accessibility, fair use, and privacy, as well as for its ability to accurately represent and support the unique needs, learning styles, and racial and cultural identities of your students. • What additions or adjustments might you make to this assessment in order to promote the key components of social emotional learning, culturally-responsive teaching, and equitable education practices? Explain. If you are not currently teaching, draw on past experience to inform your answer. If you are currently teaching, consider implementing these adjustments in your current classroom and reflecting on the experience. • Describe or predict the initial results of implementing the updated assessment. What additional barriers or opportunities might you face afterwards? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
5	Evidence of the Divide in Your Classroom	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What is the Digital Divide and how has it impacted students' ability to learn? • What, if any, evidence of the Digital Divide exists in your classroom? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Provide a specific example of how the Digital Divide has impacted at least one student in your classroom. • What were the underlying causes of the issues the student experienced? Was it unique to that student, or is there a more pervasive issue affecting your student population/community? Explain.

		<ul style="list-style-type: none"> • How might your own experiences, beliefs, biases, assumptions, and practices have impacted the Digital Divide in your classroom? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
5	Challenges and Opportunities	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What are the major challenges that your students may experience when you require the use of technology in your classroom? • Given the far-reaching effects of the Digital Divide, are there ways to incorporate technology into your classroom in a way that is inclusive and equitable? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe at least two ways in which implementing technology could worsen the effects of the Digital Divide among your students. • Describe at least two ways in which implementing technology might improve the effects of the Digital Divide in your classroom? • What role might the experience, ability, cultural norms, and assumptions of you, your students, and their families play on how you address the Digital Divide in your classroom? • In what ways might you be able to integrate technology, while addressing the concerns of the Digital Divide and promoting the key components of social emotional learning, culturally-responsive teaching, and equitable education practices? Explain. If you are not currently teaching, draw on past experience to inform your answer. If you are currently teaching, consider implementing one of these strategies in your current classroom and reflecting on the experience. • Describe or predict the initial results of implementing these strategies. What additional barriers or opportunities might you face afterwards? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
6	Parent Meeting	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • Under what circumstances do you typically communicate with a student's parent or guardian? • What tends to be the purpose, structure, tone, and outcome of these communications? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Review the interview segments for one of the parents featured in the Parent Involvement Series. Identify the parent you chose.

		<ul style="list-style-type: none"> ● Imagine that you had this parent's child in your classroom and that you were reaching out to share some information about their progress in class. Briefly describe what that progress is (it can be positive or negative in nature), as well as how you would communicate, structure, and conduct the meeting with this parent. How might your own experiences and biases impact how you plan and carry out this meeting? ● Explain how your strategy would leverage this parent's experience, address their challenges, and ultimately strengthen your partnership and support the tenets the of CRSE covered so far in this module (#12, 13). ● How could you apply the key components of social-emotional learning, culturally-responsive teaching, and equity to your meeting? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> ● Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
6	Reflective Practice Plan	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> ● How often do you engage in reflective practice? ● What external feedback sources do you rely on (students, peers, administrators, parents, community members)? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> ● Identify at least two ways in which you could leverage partnerships with or feedback from students, parents, colleagues, or community members to contribute to a positive classroom culture.. ● Explain why you chose the two strategies described above. How do they compliment, supplement, or replace your current practice? ● Describe how these partnerships or feedback sources would help you improve your professional practice, specifically by challenging your own experiences, bias, and the institutional and social norms in which you operate to create a more inclusive, equitable, and effective learning environment for your students. ● How would these partnerships or feedback sources help you better address the key components of social-emotional learning, culturally-responsive teaching, and equity in your classroom. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> ● Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).

Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

APPENDIX B: AUTHENTIC TASKS

Authentic Task #1: Lesson Plan Evaluation

At this point, you have investigated the impact that social-emotional learning, Culturally Responsive teaching, and an equity mindset can have on creating a positive classroom culture. You'll explore each of these in more detail as you progress through the remainder of the course; however, it's a good idea to pause and reflect on your current practices at this point.

For this activity, you'll be sharing a simple lesson plan that you've delivered in the past and evaluating it against the basic principles of social-emotional learning, Culturally Responsive teaching, and equitable education practices.

Step 1: Lesson Outline

In the table below, outline the lesson you've chosen exactly as you've delivered it in the past. You do not have to include all of the ancillary materials (i.e. test questions, assignment rubrics, etc.) as long as you provide enough detail about each to reference them in subsequent steps.

Lesson Title/Topic:
Lesson Objectives/Outcomes 1.
Materials •
Directions/Steps 1.
Assessments •

Step 2: Social Emotional Learning

Social Emotional Learning (SEL) strategies help young students and adults forge their identities, form positive relationships, work effectively as a member of a team, and make responsible decisions. In the table below, identify aspects of your current lesson that meet the key components of SEL. Justify your response. Then, describe at least one way that you could potentially adjust current aspects of your lesson or implement additional strategies to further engage students in social emotional learning.

Provide references to the [5 SEL Competencies](#) (Self-awareness, Self-management, Responsible Decision Making, Relationship Skills, Social Awareness) where appropriate.

Current	Potential

Step 3: Culturally Responsive Teaching

Culturally Responsive teaching strategies acknowledge the diverse backgrounds and experiences of all students and leverages that diversity to empower students to be active participants in their education.

In the table below, identify aspects of your current lesson that meet the key components of CRT. Justify your response. Then, describe at least one way that you could potentially adjust current aspects of your lesson to be more inclusive or implement additional Culturally Responsive teaching strategies.

Provide references to proven [Culturally Responsive Teaching Strategies](#) where appropriate.

Current	Potential

Step 4: Equitable Education

Equitable education practices seek to provide every student with the tools necessary to fully participate in their education and to take advantage of the opportunities available to them. In the table below, identify aspects of your current lesson that seek to provide every student with an equitable experience. Justify your response. Then, describe at least one way that you could potentially adjust current aspects of your lesson to be more equitable or implement additional equitable education strategies.

Provide references to proven [Equitable Education Practices](#) where appropriate.

Current	Potential

Step 5: Reflection

Write a one-paragraph reflection on what you see as the benefits and drawbacks to making the proposed changes to this lesson. What role might your own culture, experience, and bias - as well as the cultures, experiences, and biases of your students and the district in which you teach - play in the effectiveness of this lesson? How would it impact the way you teach and the way your students learn?

Describe or predict the initial results of implementing these strategies. What additional barriers or opportunities might you face afterwards?

RUBRIC: Authentic Task #1

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Lesson Outline (Step 1) 10 points	Clearly and fully completes all sections of the lesson plan, providing the reader with a clear vision of the intended	Completes all sections of the lesson plan, with few exceptions	Addresses all sections of the lesson plan, but fails to provide enough detail for the unit to be carried out	Fails to adequately complete the lesson plan

	activities and outcomes 9-10 points	6-8 points	4-5 points	0-3 points
Social Emotional Learning (Step 2) 10 points	Clearly references specific examples from the lesson that address SEL Provides a practical and insightful idea to further address SEL in future implementations of the lesson 9-10 points	References general examples from the lesson that address SEL Provides an effective idea to further address SEL in future implementations of the lesson 6-8 points	Provides vague references to the lesson that may or may not be evident in the lesson plan as provided Provides an idea to further address SEL, but the idea may not tie cleanly into the lesson 4-5 points	Fails to provide evidence of how the current lesson addresses SEL AND/OR Fails to provide an idea to further address SEL in future implementations of the lesson 0-3 points
Culturally Responsive Teaching (Step 3) 10 points	Clearly references specific examples from the lesson that address Culturally Responsive teaching strategies Provides a practical and insightful idea to further address Culturally Responsive teaching strategies in future implementations of the lesson 9-10 points	References general examples from the lesson that address Culturally Responsive teaching strategies Provides an effective idea to further address Culturally Responsive teaching strategies in future implementations of the lesson 6-8 points	Provides vague references to the lesson that may or may not be evident in the lesson plan as provided Provides an idea to further address Culturally Responsive teaching strategies, but the idea may not tie cleanly into the lesson 4-5 points	Fails to provide evidence of how the current lesson addresses Culturally Responsive teaching strategies AND/OR Fails to provide an idea to further address Culturally Responsive teaching strategies in future implementations of the lesson 0-3 points
Equitable Education (Step 4) 10 points	Clearly references specific examples from the lesson that address equity	References general examples from the lesson that address equity	Provides vague references to the lesson that may or may not be evident in the lesson plan as	Fails to provide evidence of how the current lesson addresses equity

	Provides a practical and insightful idea to further address equity in future implementations of the lesson 9-10 points	Provides an effective idea to further address equity in future implementations of the lesson 6-8 points	provided Provides an idea to further address equity, but the idea may not tie cleanly into the lesson 4-5 points	AND/OR Fails to provide an idea to further address equity in future implementations of the lesson 0-3 points
Reflection (Step 5) 10 points	Clearly addresses both benefits and drawbacks for the teacher, students, and parents Demonstrates thoughtful consideration of the audience and course content 9-10 points	Generally addresses both benefits and drawbacks for the teacher, students, and parents 6-8 points	Addresses basic benefits and drawbacks, but lacks detail or focus 4-5 points	Fails to address both benefits and drawbacks 0-3 points

Authentic Task #2: Lesson Plan

In Modules 3 and 4, we explored building a positive classroom culture through cultivating relationships and thoughtfully choosing learning resources and assessment methods. For Authentic Task #2, you will be designing a lesson plan that incorporates the concepts and strategies covered to this point.

You may find it easiest to work with a shorter, simpler lesson or unit, but it must meet the following criteria:

- Include at least one assessment (either formative or summative)
- Provide the opportunity to deliver effective feedback
- Include at least one designed opportunity for students to interact with each other
- Implement a variety of learning materials and/or activities (videos, articles, games, etc.)
- Clearly align to stated objectives, learning goals, or other standards

Part 1: Lesson Design

Outline your lesson in the table below. You do not have to include all of the ancillary materials (i.e. test questions, assignment rubrics, etc.) as long as you provide enough detail about each to reference them in subsequent steps.

Lesson Title/Topic:
Lesson Objectives/Outcomes 1.
Materials •
Directions/Steps 1.
Assessment(s) •

Part 2: Assessment and Feedback

Describe your assessment strategy and feedback plan for the lesson or unit you described above.

How will this strategy successfully promote the key components of social-emotional learning, Culturally Responsive teaching, and equitable practice?

Part 3: Learning Materials

Describe the process you used to design, locate, and/or evaluate the learning materials and activities included in your lesson or unit.

How will this strategy successfully promote the key components of social-emotional learning, Culturally Responsive teaching, and equitable practice?

Part 4: Student Interaction

Describe where in your lesson your students will have the opportunity to interact with each other. Ideally, what will this interaction look like? How will it help your students meet the goals of the lesson?

How will this activity successfully promote the key components of social-emotional learning, Culturally Responsive teaching, and equitable practice?

Part 5: Reflection

What role might your own culture, experience, and bias - as well as the cultures, experiences, and biases of your students and the district in which you teach - have played in the design of your lesson or unit?

Describe the impact that this lesson could have on the overall culture of your (past, present, or future) classroom.

Describe or predict the initial results of implementing these strategies. What additional barriers or opportunities might you face afterwards? What next steps might you take towards making additional improvements

RUBRIC: Authentic Task #2

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Lesson Design (Step 1) 10 points	Clearly and fully completes all sections of the lesson plan, providing the reader with a clear vision of the intended activities and outcomes 9-10 points	Completes all sections of the lesson plan, with few exceptions 6-8 points	Addresses all sections of the lesson plan, but fails to provide enough detail for the unit to be carried out 4-5 points	Fails to adequately complete the lesson plan 0-3 points
Assessment and Feedback (Part 2) 10 points	Includes at least one formative and one summative assessment that each clearly align to the stated objectives Outlines a thoughtful and effective feedback plan	Includes at least one formative and one summative assessment Outlines a feedback plan Fully addresses the prompts about	Includes one formative OR one summative assessment Feedback plan is unclear or incomplete Generally addresses the prompts about	Assessments are missing or incomplete; AND/OR Feedback plan is missing, AND/OR Fails to address the prompts about

	Thoughtfully evaluates assessment strategy and feedback plan based on the provided criteria	assessment strategy and feedback plan	assessment strategy and feedback plan	assessment strategy and feedback plan
Learning Materials (Part 3) 10 points	Clearly outlines the process used to design, locate, and/or evaluate chosen materials Thoughtfully evaluates the selection of learning materials based on the provided criteria	Clearly outlines the process used to design, locate, and/or evaluate chosen materials Fully addresses the prompts about the selection of learning materials	No clear process seems to have been used to design, locate, and/or evaluate chosen materials Generally addresses the prompts about the selection of learning materials	Fails to outline the process used to design, locate, and/or evaluate chosen materials; AND/OR Fails to address the prompts about the selection of learning materials
Student Interaction (Part 4) 10 points	Clearly outlines the process used to design the activity described Thoughtfully evaluates the activity based on the provided criteria	Clearly outlines the process used to design the activity Fully addresses the prompts about the design of the activity	No clear process seems to have been used to design the activity Generally addresses the prompts about the activity	Fails to outline the process used to design the activity; AND/OR Fails to address the prompts about the activity
Reflection (Part 5) 10 points	Thoughtfully evaluates lesson/unit alignment Clearly addresses both benefits, drawbacks, and impact of culture on course design Demonstrates a clear understanding of key concepts and ideas	Clearly identifies lesson/unit alignment Fully addresses both benefits, drawbacks, and impact of culture on course design	Lesson/unit alignment is identified, but lacks specificity Generally addresses both benefits, drawbacks, and impact of culture on course design	Fails to identify lesson/unit alignment AND/OR Fails to address the benefits, drawbacks, and/or impact of culture on course design

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.

<p>Analysis</p>	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
<p>Writing</p>	<p>Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.</p>	<p>Learner's writing is clear with concise language, good expression, and a few mechanical errors.</p>	<p>Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.</p>	<p>Learner's writing is vague, lacks details, and contains multiple mechanical errors.</p>

APPENDIX C: FINAL PROJECT

Final Project: Reflection & Next Steps

Throughout this course, you've explored the key components of social-emotional learning, culturally-responsive teaching, and equity as ways to build a positive classroom culture. Understanding and implementing these strategies requires continual personal reflection and professional growth.

To that end, in this final project, you will reflect on your current knowledge and practices and identify next steps that you can take towards creating the classroom culture that you desire to build for your students.

Part 1: Self-Assessment

In the table below, reflect on your current knowledge of and ability to address the key components of social-emotional learning, culturally-responsive teaching, and equity, and identify at least one “next step” you could take to improve in each of these areas. For this part, feel free to draw from your personal or classroom experience (either past or present).

	Current Knowledge/Practice	Next Step
Social-Emotional Learning		
Culturally-Responsive Teaching		
Equity		

Describe the impact that taking these “next steps” could have on the overall culture of your classroom.

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Part 2: Classroom Interactions

We spent some time in this course exploring how your interactions with students, their interactions with each other, and the feedback you provide them on their progress can impact the culture of your current or future classroom. In the table below, describe how your current practices in these areas address the key components of social-emotional learning, culturally-responsive teaching, and equity, and identify at least one “next step” you could take to improve in each of these areas.

	Current Knowledge/Practice	Next Step
Social-Emotional Learning		
Culturally-Responsive Teaching		

Equity		
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Describe the impact that taking these “next steps” could have on the overall **culture of your current or future classroom**.

Part 3: Instruction & Assessment

We also explored culture building through the careful selection of learning materials, activities, and assessment strategies. In the table below, describe how your current practices in these areas address the key components of social-emotional learning, culturally-responsive teaching, and equity, and identify at least one “next step” you could take to improve in each of these areas.

	Current Knowledge/Practice	Next Step
Social-Emotional Learning		
Culturally-Responsive Teaching		
Equity		

Describe the impact that taking these “next steps” could have on the overall **culture of your current or future classroom**.

Part 4: Engaging Stakeholders

Engaging families, your colleagues, and the community can also be a great way to positively impact classroom culture. In the table below, describe how your current practices in this area address the key components of social-emotional learning, culturally-responsive teaching, and equity, and identify at least one “next step” you could take to improve in each of these areas.

	Current Knowledge/Practice	Next Step
Social-Emotional Learning		
Culturally-Responsive Teaching		
Equity		

Describe the impact that taking these “next steps” could have on the overall **culture of your current or future classroom**.

Part 5: Reflection

Continual improvement is necessary to build and maintain a positive classroom culture. In the space below, briefly describe your plan to improve upon the “next steps” you identified here going forward.

What role might your own culture, experience, and bias - as well as the cultures, experiences, and biases of your students and the district in which you teach - play in your continual improvement plan?

RUBRIC: Final Project

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Self-Assessment (Step 1) 10 points	Clearly and thoughtfully describes current practices for each area Identifies reasonable and actionable next steps for each area Addresses the potential impact on classroom culture 9-10 points	Describes current practices for each area Identifies clear next steps for each area Addresses the impact on classroom culture 6-8 points	Describes current practices for 2 areas Identifies next steps for 2 areas Generally addresses classroom culture but does not connect it to identified next steps 4-5 points	Describes current practices for less than 2 areas Identifies next steps for less than 2 areas Fails to adequately address the impact on classroom culture 0-3 points
Classroom Interactions (Part 2) 10 points	Clearly and thoughtfully describes current practices for each area Identifies reasonable and actionable next steps for each area	Describes current practices for each area Identifies clear next steps for each area	Describes current practices for 2 areas Identifies next steps for 2 areas Generally addresses classroom culture but	Describes current practices for less than 2 areas Identifies next steps for less than 2 areas

	Addresses the potential impact on classroom culture 9-10 points	Addresses the impact on classroom culture 6-8 points	does not connect it to identified next steps 4-5 points	Fails to adequately address the impact on classroom culture 0-3 points
Instruction and Assessment (Part 3) 10 points	Clearly and thoughtfully describes current practices for each area Identifies reasonable and actionable next steps for each area Addresses the potential impact on classroom culture 9-10 points	Describes current practices for each area Identifies clear next steps for each area Addresses the impact on classroom culture 6-8 points	Describes current practices for 2 areas Identifies next steps for 2 areas Generally addresses classroom culture but does not connect it to identified next steps 4-5 points	Describes current practices for less than 2 areas Identifies next steps for less than 2 areas Fails to adequately address the impact on classroom culture 0-3 points
Engaging Stakeholders (Part 4) 10 points	Clearly and thoughtfully describes current practices for each area Identifies reasonable and actionable next steps for each area Addresses the potential impact on classroom culture 9-10 points	Describes current practices for each area Identifies clear next steps for each area Addresses the impact on classroom culture 6-8 points	Describes current practices for 2 areas Identifies next steps for 2 areas Generally addresses classroom culture but does not connect it to identified next steps 4-5 points	Describes current practices for less than 2 areas Identifies next steps for less than 2 areas Fails to adequately address the impact on classroom culture 0-3 points
Reflection (Part 5) 10 points	Thoughtfully addresses all prompts and demonstrates a clear understanding of concepts	Addresses all prompts and demonstrates an understanding of concepts	Partially addresses all prompts demonstrates a basic understanding of concepts	Fails to adequately address all prompts and/or demonstrate an understanding of concepts

Downloadable Resources

- Downloadable Resource: A Framework for Thinking About Culture Building
- Downloadable Resource: Reflective Practice Guide
- Downloadable Resource: Establishing Relationships
- Downloadable Resource: Learning Materials & Assessment
- Downloadable Resource: Digital Divide Journal
- Downloadable Resource: Professional Growth Opportunities