Course Overview

Culturally Responsive Classroom Management is designed to help educators create and maintain caring, respectful classroom communities in which all learners feel safe, valued, cared about, respected, and empowered to learn and stretch. The course includes a strong emphasis on the development of social skills and competence necessary for building and maintaining positive 21st century communities. When teachers create these kinds of environments, their learners can then hope to be rigorously challenged and engaged in academics. In particular, the course addresses the special challenges of creating community in the increasingly diverse classrooms in U.S. public schools. Although the original research in classroom management, conducted more than 20 years ago, continues to provide useful direction for teachers, creating inclusive, task-focused learning environments with a diverse student population requires more. In this course we will consider the role culture plays in teaching and learning. We will consider what it means to be “culturally responsive” in order to establish a classroom in which students can succeed academically and grow socially.

Course Objectives

1. The teacher-learner will understand the role of students’ background and culture in classroom management.
2. The teacher-learner will identify guiding principles for supporting learners in developing social skills.
3. The teacher-learner will identify guiding principles for culturally responsive classroom management.
4. The teacher-learner will implement and assess the impact of key classroom management strategies and strategies for supporting the development of social skills.
5. The teacher-learner will develop an action plan for implementing culturally responsive classroom management.

Course Organization and Key Questions
The course is organized into 4 modules, each of which addresses key questions:

1: The Role of Culture in Classroom Management
   - What are the aims of your classroom management practices, i.e., what do you hope to accomplish through them?
   - What is “culture,” and what roles does it play in the classroom community?
   - What is culturally responsive classroom management and how is that different from traditional views of classroom management?
   - How might a “willingness to be disturbed” improve your management practices?
   - How do students’ voices inform your thinking about effective management practices?

2: Establishing the Learning Community
   - What does it mean to be culturally responsive? How does Nieto (2004) inform your thinking about effective classroom management for diverse learners?
   - What strategies do culturally responsive teachers use from the first moments of the first day of school to establish an inclusive, task-focused community?
   - Which of these strategies can you see yourself implementing? Which might be more challenging for you, and why?

3: Developing the Warm Demander Stance
   - What is a warm demander stance?
   - What are the essential components of the warm demander stance?
   - One component of warm demanding is the ability to “insist”. How do teachers “insist” while maintaining strong positive relationships with students?

4: Maintaining the Classroom Community
   - How does Christensen (2007) inform your thinking about why some students “behave badly”?
   - What are the connections between curriculum and classroom management?
   - Which of the strategies from the videos and the text can you see yourself implementing? Which might be more challenging for you, and why?
Required Course Text:


Required Course Readings (Available in Course Packet from Book it):

(Read pp. 25-42)


(Read Chapters 2 and 3)

(Read pp. 144-162)


(Read pp. 9-27)

**Required reading posted on course website**


(Read Willing to be disturbed)

**Videos on course website**

- Classroom Morning Meeting (Doing Morning Meeting, Northeast Foundation for Children, Published by Responsive Classroom 1-800-360-6332 and Stenhouse Publishers 1-800-988-9812).
- Culturally Responsive Classroom Management on the First Days of School (instructor prepared video).
Course assignments*:

1. Respond/Connect (Discussion Posts on Readings) 20 points
2. Inquiry/Reflect (Discussion Posts on “Try-Its”) 15 points
3. Responsive Classroom Video Response Log 5 points
4. Family Connections Project 20 points
5. Final Synthesis (Essay or Project Option) 40 points

100 points

*Please review your separate “Assignments” document carefully for full descriptions of assignment tasks and evaluation expectations.

Grading scale:
A = 94 or above
A- = 90-93.9
B+ = 87-89.9
B = 83-86.9
B- = 80-82.9
C+ = 77-79.9
C = 73-76.9
C- = 70-72.9
D+ = 67-69.9
D = 63-66.9
D- = 60-62.9
E = 59 or below

Required Resources
- Internet access and current Internet browser (Mozilla Firefox is preferred)
- Word processing software (such as Microsoft Word)
- Library access
- Access to course text and readings packet
- Gatorlink email account (for ALL instructor/student correspondence outside of class)

COURSE POLICIES

Respect, honesty, and professionalism are always expected in this course. Please respond in an appropriate fashion. We expect graduate students to abide by the following policies.

Participation
On line courses are very time intensive. Please make sure you allocate enough time to successfully complete this course.

In an online course, it is important to be involved in all aspects of the learning experience. You will be notified of the minimal number of times you must interact in
each learning situation. However, we expect that each of you desires to get the most out of your educational opportunities and experiences and will fully participate. This is also a graduate course and we expect a high level of scholarly, professional work and behavior from you. It is also important to share diverse opinions because we all learn from new perspectives. Please remember that the quality of your participation matters just as much as the quantity of participation.

In writing and thinking about classroom management, you will be talking about challenges posed by the children in your class. It is essential that you protect the anonymity of your children and families at all times.

**Expectations for Written Work – Please Read Carefully**

- Electronic submissions should be in Word and the electronic submission must include your name on the paper and in the file name. The file name must include your first initial and last name along with the assignment name. *(e.g. vvesciocurrentthinkingessay.doc)*.
- Use of spell-checking and grammar-checking tool is required. Points will be deducted from assignments with excessive spelling/grammar errors. If spelling/grammar is a challenge for you it is highly recommended that you use an editor.
- It is expected that you will revise your writing to correct common technical errors.
- **APA format is required.** Points will be deducted from assignments and postings with APA errors. (Make sure to use the Purdue OWL website or the 6th edition of the APA manual.)

**Assignment/Grading Policy**

Unless otherwise specified, assignments are due by midnight of the day listed. Please do your assignments carefully and on time. If you are having difficulty meeting assignment timelines, please contact the instructor prior to the due date.

- Papers submitted late without prior approval of the instructor will not receive a grade higher than "C," although a note is made of the quality.
- Papers, submitted on time, receiving less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed.
- Poorly written and/or carelessly proofread papers are sometimes returned ungraded until spelling, punctuation, or mechanical errors are corrected. Such papers ordinarily receive a grade of "C" or lower.
- Grade of Incomplete: We do not give incompletes, a grade of (I), except in extremely unusual circumstances and with appropriate documentation. It is up to you to plan accordingly and finish work during the scope of this course.

**Quality of Writing**

All students must demonstrate competence in writing. Ability to write and to document the sources you use in your writing will be a part of the assessment.
Student Conduct Code
As a result of completing registration at the University of Florida every student has agreed to the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Please note that plagiarism from the internet, from any published or unpublished manuscript, or from any current or former student’s work will be considered a violation of the UF Academic Honesty policy. This includes plagiarizing a sentence or a portion of a sentence from another published work. If you are not certain of the definition of plagiarism, please speak with your instructor. Failure to comply with the academic honesty guidelines 6C1-4.017, F.A.C. is a violation of the University of Florida Student Conduct Code and may result in expulsion or any lesser sanction. In this class be especially careful that you do not plagiarize. Written work submitted for a grade may be submitted to screening by anti-plagiarism software (at the discretion of the instructor

Acceptable Use Policy
Please read the University of Florida Acceptable Use Policy that can be found at http://www.it.ufl.edu/policies/aupolicy.html. You are expected to abide by this policy.

Software Use
All faculty, staff, and students of the University of Florida are required and expected to obey laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against the University policies and rules, disciplinary action will be taken as appropriate.

Students with Disabilities: Students with disabilities who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to contact the instructor as early in the course as possible to identify and plan specific accommodations. Students must supply an official letter from the Office for Students with Disabilities to assist in planning accommodations.