

EDG 6415: Culturally Responsive Classroom Management Syllabus Fall 2023

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Course Overview:

Culturally Responsive Classroom Management (EDG 6415) is designed to help teachers create and maintain caring, respectful classroom communities in which learners feel safe, valued, cared about, respected, and empowered. The course includes a strong emphasis on developing knowledge about the culture and backgrounds of children and families in order to establish positive interactions within the classroom community. When teachers create these types of environments learners are academically engaged. The course addresses the challenges and opportunities in creating community in the increasingly diverse classrooms in U.S. public schools. Although original research in classroom management, conducted more than 30 years ago, continues to prove somewhat useful, creating inclusive, task-focused learning environments with a diverse student population requires more. In this course, we examine the role culture plays in teaching and learning. We consider what it means to be culturally responsive in order to establish a classroom in which all students can succeed academically and grow socially.

Course Objectives;

1. The learner will explore the role of students' background and culture in learning and classroom management.
2. The learner will identify guiding principles for culturally responsive classroom management.
3. The learner will implement and assess the impact of key classroom management strategies and strategies that take culture into account.
4. The learner will demonstrate knowledge of the cultural and experiential backgrounds of learners in his/her classroom.
5. The learner will implement and assess the impact of strategies designed to engage varied learners in classroom instruction.

Course Organization and Key Questions:

The course is organized into 4 modules, each of which addresses key questions:

Module 1: The Role of Culture in Classroom Management

- ❖ What is "culture?" What roles does it play in learning, classroom management and the development of a cohesive classroom community?
- ❖ What are the aims of your classroom management practices, i.e., what do you hope to accomplish through them?
- ❖ What is **culturally responsive classroom management** and how is it different from traditional views of classroom management?

- ❖ How might a “willingness to be disturbed” attitude and an ability to see other “world views” improve your management practices?

Module 2: Establishing the Learning Community

- ❖ What does it mean to be culturally responsive within the context of your classroom? And how does this impact student engagement and learning?
- ❖ How can you reach out and interact more with families and why is that important in a culturally responsive classroom?
- ❖ 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?

Module 3: Developing the Warm Demander Stance

- ❖ What is a warm demander stance? How is this connected to culture and teacher expectations?
- ❖ What are the essential components of the warm demander stance?
- ❖ What does a teacher do to demonstrate and enact high expectations?
- ❖ One component of warm demanding is the ability to “insist.” How do teachers “insist” while maintaining strong positive relationships with students? How do you know if you are demonstrating authoritative insistence in your classroom?
- ❖ What are the connections between pedagogy, engagement, and classroom management?

Module 4: Maintaining the Classroom Community

- ❖ What strategies are most productive in helping children solve social problems and develop self-discipline?
- ❖ How does your understanding of culture impact the strategies you use to help maintain the classroom community?

Required Course Text: (all of the readings listed below are in correct APA format)

Denton, P. (2015). *The power of our words: Teacher language that helps children learn*. Turner Falls, MA: Center for Responsive Schools, Inc.

Required Course Readings (Available on the Course Canvas Shell) – Listed in Order of Appearance in the Course

Wheatley, M. (2002). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler.

Sensoy, O. & DiAngelo, R. (2011). *Is everyone really equal? An introduction to key concepts in social justice education*. NY: Teachers College Press.

(Read - A parable: Hodja and the foreigner pp. xxiii-xxv)

Rousseau, C. K. & Dixson, A. D. (2006). The first day of school: A CRT story. In A. D. Dixson & C. K. Rousseau (Eds.), *Critical race theory in education* (pp. 57-65). NY: Routledge.

Villegas, A.M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*, 64(6), 28-33.

- Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice*, 42(4), 269-276.
- Ullucci, K. (2011). Culturally relevant teaching: Lessons from elementary classrooms. *Action in Teacher Education*, 33, 389-405. DOI: 10.1080/01626620.2011.620528
- Brady, K. Forton, M.B., & Porter, D. (2015). *Rules in school: Teaching discipline in the responsive classroom, 2nd Ed.* Turner Falls, MA: Center for Responsive Schools, Inc.
- Delpit, L. (2006) Lessons from teachers. *Journal of Teacher Education* 57 (3), 220-231.
- Ladson Billings, G. (2007). Pushing past the achievement gap: As essay on the language of deficit. *Journal of Negro Education*, 76(3), 316-323.
- Charney, R.S. (2002). *Teaching children to care: Classroom management and academic growth.* Turner Falls, MA: Northeast Foundation for Children, Inc.
- Bondy, E., Ross, D.D., Hambacher, E. & Acosta, A. (2013). Becoming warm demanders: Perspectives and practices of first-year teachers. *Urban Education*, 48(3), 420-450.
- Minahan, J. (2019). Trama-informed teaching strategies. *Educational Leadership*, 77(2), 30-35.

Videos (all available thru the course website/others assigned as necessary):

Morning Meeting Videos (watch at least two of the provided videos)

Establishing Expectations (watch at least two of the provided videos)

Whole Brain Teaching; First Grade Transitions

<https://ufl.instructure.com/courses/353981/modules/items/6947273>

The Warm Demander – Strategies and Examples (watch all videos provided)

Additional videos as assigned for Responsive Classroom Video Log

Course Assignments:

Quality of participation in weekly discussion postings 20 points

Responsive Classroom Video Log (Due **Week 3**) 5 points

Quality of participation in inquiry/reflect (Try its) 30 points
(Due: **Weeks 5 and 7** – 15 points each)

Child Study Project (Due **Week 6**) 25 points

Family Connections Plan (Due **Week 8**) 20 points

See the Assignment Descriptions Handout for a detailed explanation of all course assignments

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

Weekly Course Outline

Week of	Semester Week	Course Week	Topic	Readings, etc. *PP = PowerPoint	Required Discussions	Assignments Due
8/23	1	1	Orientation to Culturally Responsive Classroom Management	Welcome to Course PP Syllabus and Assignment Descriptions Files Watch: Explore Responsive Classroom Video Library	• Introductions Forum	
8/28	2					
9/4	3	2	Module 1: The Role of Culture	Intro to Module 1 PP Read: Wheatley (2002); Sensoy & DiAngelo (2011) - The Parable; Rousseau & Dixson (2006); Villegas & Lucas (2007) Watch: Continue Exploring Responsive Classroom Video Library	• Guiding Questions FC Forum	
9/11	4					
9/18	5	3	Module 1: Role of Culture and Community	Module 1, Week 2 PP Read: Weinstein, Curran & Tomlinson-Clarke (2003); Ullucci (2011); Seitz (2011); Denton (2015) Intro and Chapters 1 & 2 Watch: Morning Meeting Video; Finish Responsive Classroom Video Library	• Open Post FC Forum	Responsive Classroom Video Log Due 9/24
9/25	6					
10/2	7	4	Module 2: Establishing the Community, Pt. 1	Intro to Module 2 PP Read: Denton (2015) Chapter 4; Brady, Forton, & Porter (2015) Chapter 1 (pp. 11-44); Delpit (2006); Strategies for Connecting with Students; Ideas for Morning Meeting Activities	• Open Post FC Forum	
10/9	8					
10/16	9	5	Module 2: Establishing the Community Pt. 2	Read: Denton (2015) Chapter 5; Brady, Forton, & Porter (2015) Chapter 2 (pp. 47-68); Ladson-Billings (2007); Ways teachers communicate low expectations Watch: Establishing expectations videos (3); whole brain teaching	• Guiding Question FC Forum • Inquire/ Reflect Try-It	
10/23	10					

Week of	Semester Week	Course Week	Topic	Readings, etc. *PP = PowerPoint	Required Discussions	Assignments Due
10/30	11	6	Developing a Warm Demander Stance	Intro to Module 3 PP Read: Denton (2015) Chapters 3, 6 & 7; Strategies for engaging active boys; Insistence as part of the warm demander stance Watch: The Warm Demander Strategies videos	<ul style="list-style-type: none"> • Open Post FC Forum 	Child Study Project Due 11/5
11/6	12					
11/13	13	7	Becoming a Warm Demander	Read: Charney (2002) Chapter 7; Bondy, Ross, Hambacher & Acosta (2013)	<ul style="list-style-type: none"> • Guiding Question FC Forum • Inquire/ Reflect Try-It 	
11/20	14					
11/27	15	8	Strategies for Maintaining the Community	Intro to Module 4 PP Read: Charney (2002) Chapter 8; Minahan (2019)	<ul style="list-style-type: none"> • Guiding Question FC Forum • Family Connection Forum • Family Connection Reflection Forum 	Family Connection Project & Log Due 12/3
12/4	16					

COURSE POLICIES

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

Participation:

Online courses can be a 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, I 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 I 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 assignments: Important 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 and the assignment name. (e.g. CSmith Child Study Project.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 7th edition of the APA manual. (You might also find this book helpful—Houghton, P.M. & Houghton, T. J. (2009) *APA the easy way* (2nd edition). Flint, MI: Baker College.)

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 time lines, 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: I 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.

UNIVERSITY OF FLORIDA POLICIES

UF Computer & Technology Policy

In keeping with the University of Florida's student computer policy, all assignments completed for this class must be typed using a word processing program. Use of spell-checking and grammar-checking programs is strongly encouraged. Points will be deducted from assignments with excessive spelling/grammar errors.

Issues with accessing Canvas documents, videos, or other course materials must be brought to the attention of the instructor prior to the due date for any related assignment. For technology issues such as inability to pull up websites, restricted access, or other computer and internet concerns, [please visit the helpdesk website](#) or call 352-392-4357

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor for this class.

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials.

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. If you are not certain of the definition of plagiarism, please speak with your instructor. NOTE: Submission of work completed to fulfill requirements for other classes may not be used for assignments in this class UNLESS you have specific permission from the instructor.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started](#)

[with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#).

UF Grading Policies

<https://calalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

UF Online Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via **GatorEvals**. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from **GatorEvals**, in their Canvas course menu under **GatorEvals**, or via <https://gatorevals.aa.ufl.edu/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>,

Counseling and Student Health

Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/cwc/Default.aspx>. Please see Campus Resources below for more options.

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.

Class Recording

This course is an online course and will not have any Zoom meetings. However, lectures may be presented in the form of slide presentations with or without audio.

Students are allowed to record and/or save video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable

purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Online Student Complaints: [View the Distance Learning Student Complaint Process](#).