



ETAP 7610E: Culturally Responsive Classroom Management Fall 2022

Instructor:

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Communication

Email: Use our email addresses to contact us via email (do not use ELC). When emailing, please email both of us.

Text: Send/receive texts and class announcements by signing up for Remind. Directions are on ELC for Week 1.

COURSE DESCRIPTION

This course is designed to help prospective and practicing teachers create and maintain caring, respectful classroom communities in which students are academically engaged. Situating classroom management in a socio-political context, we will examine the role of culture in teaching and learning, assumptions embedded in school discipline practices, and multiple perspectives on behaviors considered challenging in today's schools.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Understand how teachers' and students' backgrounds and cultures impact their judgments of appropriate classroom behavior.
- Describe the meaning and importance of taking responsibility for the learning of all students.
- Understand the roots of challenging behavior as well as the importance of positive teacher-student relationships and an engaging curriculum in effective management.
- The learner will apply key course concepts to his or her own practice.

REQUIRED COURSE TEXTS

1. Book Club choice - you will select from a list of books provided.

I am trying to reduce the amount of money students need to spend to participate in this course. With that in mind, most of the materials you need will be posted in ELC. Previous students consistently share that the two texts below have been very impactful for their practice. Since we will be reading from these texts throughout the semester, some of you might be interested in having a personal copy of the book(s).

Kohn, A. (2006). *Beyond discipline: From compliance to community* (10th anniversary ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

NOTE: *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Toshalis, E. (2015). *Make me!: Understanding and engaging student resistance in school*. Cambridge, MA: Harvard Educational Press.

COURSE TOPICS & TENTATIVE SCHEDULE

Week	Dates	Topic
1	Aug 17-23	Introductory Activities
2	Aug 24-30	What is Culturally Responsive Classroom Management?
3	Aug 31-Sep 6	Educator Beliefs and School Culture
4	Sep 7-13	Examining Discipline and Resistance
5	Sep 14-20	Connect Before You Correct
6	Sep 21-27	Disproportionality and the School to Prison Pipeline
7	Sep 28-Oct 4	Warm Demander Pedagogy
8	Oct 5-11	Cultural Influences on Communication Styles
9	Oct 12-18	Book Club Meetings
10	Oct 19-25	Preventing and Responding to Conflict
11	Oct 26-Nov 1	Motivation, Incentives, and Punishments
12	Nov 2-8	Restorative Practices and Trauma-Sensitive Pedagogy in Action
13	Nov 9-15	Active Learning & Critical Thinking to Support Engagement
14	Nov 16-22	Structures, Norms, and Routines to Support Equitable Classrooms
15	Nov 22-6	Reflecting on Our Commitments

COURSE SCHEDULE

Our week will start on Thursdays. Most of the weeks of the course will follow the same format: (1) Framing & Content of the Week, (2) Task/Discussion, and (3) Application. Each of these components is defined below. Because these tasks are varied it is difficult to list definitive criteria for how they will be graded. I will be looking for thoughtful, critical engagement with the course material and with each other. You can do this by making sure specific authors, passages, ideas are referenced in responses.

Thurs	Fri	Sat	Sun	Mon	Tues	Wed
Framing & Content of Week Posted by 5pm				<u>DUE 11:59pm:</u> Question/ Task Response #1 due		<u>DUE 11:59pm:</u> Question/ Task Response #2 due Application

Framing and Content of the Week. Each Thursday by 5pm I will introduce the concepts and content you will encounter that week. The content of the week includes required readings, viewings, and websites. Content should be read/viewed by the following Monday.

Question/Task Posts. Each week will have associated tasks that go along with the readings. These tasks are meant to help facilitate your dialogue with the assigned texts, other class members, and your understandings of course materials. You will make an initial post by Monday at 11:59pm. You will then respond to each other's posts between Monday at 11:59pm and Wednesday at 11:59pm. Because they will vary, detailed instructions for these posts will be explained each week. While I will read/view your responses, I will usually not jump into the group conversations, kind of like a "regular," face-to-face class during group work.

Application. The application is an activity designed to help you synthesize what you have learned during the week through texts and discussion. Sometimes, the weekly applications might be that you produce a particular “thing.” Sometimes they will be shared with the entire class and other times will be posted so that they can be viewed only by you and me. They are due Wednesdays at 11:59pm. Most of the direct feedback I will give you will be on your Application assignments.

ASSIGNMENTS

Below provides a brief overview of each assignment; more details will be given throughout the semester. Assignments are due at 11:59 pm on the due dates listed, unless otherwise indicated. Please do your assignments carefully and on time. If you are having difficulty meeting assignment timelines, contact me prior to the due date. No credit is given to late discussion/application postings.

1. Online Engagement (25%) - ongoing

Online engagement includes the weekly discussion posts and applications.

Being an Engaged Learner in This Course

Reading is a critical component of this course. A great deal of reading (and re-reading) will be required in order for you to become acquainted with the broad range of perspectives related to culturally responsive classroom management. Please read thoughtfully and openly and bring questions, concerns, connections, disconnections, and favorite excerpts to our work together.

Your participation in online discussions is essential, not only for your own learning but also the learning of others. Engaging thoughtfully and thoroughly with the texts, asking questions, sharing insights, offering critiques, and **being open to the idea that alternative perspectives help all of us grow in our own thinking** are all crucial to making the course meaningful. You may find that some of the class readings, videos, and discussions challenge your views and assumptions. In many instances you might question or openly disagree with a perspective that I, one of your colleagues in class, or the author of a text articulates. These diverse perspectives (and the diverse emotions that will accompany those perspectives) are not only welcomed, they are somewhat expected. It is important for us to remember, however, that practicing openness to multiple perspectives allows each of us to grow in different ways.

2. Bi-weekly Self-Assessments (5%) - Due 8/30, 9/13, 9/27, 10/11, 10/25, 11/8, 11/22

It is important for learners to assess their own learning. Every other week you will take stock of your learning and personal growth in a brief self-assessment. In order to receive full points, you should comment not only on your own work, but also on how your peers’ responses to your weekly posts has shaped your thinking.

3. Discipline Autobiography (15%) - Due Sept 25

For this assignment students will write their autobiography through the lens of behavior and discipline. You will explore how discipline operated in your home(s) as a youth, how/if/why you were disciplined at school, what you noticed about others being disciplined in school, what you were taught explicitly and implicitly about authority/power/discipline through family, schooling, and cultural systems, etc. Through this autobiography you will discuss how your ideas about discipline, power, and authority in classrooms is shaped by your background. More details will be shared in class.

4. Book Study & Discussion (20%) - Meet week of Oct 12-18 // Written critique due Oct 23

In groups of three to four you will select one book from a provided list in which to engage in a book study. This assignment allows you to delve deeply into one book by studying it with a small group writing a critique of the book. While not all of the will books relate directly to issues of classroom management, behavior, or discipline, they all delve into issues that relate to how educators position and think about students and families, and our expectations of them.

5. Summative Assessment (35%) - Due Dec 11

This assignment allows you to apply theories and concepts from the readings to classroom practice. For either assignment, you will be required to cite all readings that support the ideas you present in a 6-7 page paper.

A. Try-It (for practicing teachers)

This assignment allows students who are K-12 teachers the opportunity to address a dilemma of practice by implementing a strategy from the readings into their classroom or other instructional context. This is inquiry-based method of practitioner research called a “try it.” The purpose of this assignment is to address real-life problems using ideas from research literature and thoughtful peers.

a) Choosing a Dilemma

First you will choose a dilemma to try to improve in practice. Your dilemma should be related to topics we’ve explored in this class related to culturally responsive classroom management. When describing the dilemma, be sure that the problem is proximal, not distal (i.e., make sure that it is something you have control over changing). The dilemma should be one that you can address during the time period allotted. Include complete descriptions of context, situations, and individuals so that your group members can understand the scenario.

b) Crafting the Try-It

Next, identify **one small, concrete change** that you would like to make in your practice to improve the dilemma. Your try-it should be based on the literature and the suggestions of your colleagues, though you should modify your try-it so that it matches your context and style. The try-it should be a change or adjustment that is small and simple enough to complete during the timeframe described here. The readings will be full of ideas for try-its, so use them. An example might be to lead community building exercises in order to improve student-student interactions.

c) Doing the Try-It

Once you identify the try-it for yourself, you will actually try it out in your classroom. Don’t wait until the last minute to implement your try-it, as we know that anything can happen at school! If your try-it intervention will require more than one day, be sure to account for that as well. Collect evidence that will help you determine the effectiveness of the try-it (e.g., field notes).

d) Write-Up

Your write-up will include five sections and should be approximately 6-7 pages in length. More explanation of the write-up will be given during the semester.

B. Professional Learning Proposal (for practicing educators)

How would you address racial discipline disproportionality in your school? Positioning yourself as a teacher leader, design a series of 3 professional learning sessions for teachers that address specific issues related to the discipline gap. The goal of this professional learning experience is to help enable your colleagues to further develop their practice as culturally responsive educators.

Proposal components:

- Objectives: Begin by describing the objectives for this professional learning activity. Explain how accomplishing these objectives will enable your colleagues to be more culturally responsive and address discipline disproportionality.
- PL Plans: Describe the components of your professional learning sessions. You can write these up like a lesson plan, indicating what texts will be read/viewed, how exactly the group will process these texts, etc. Be specific and detailed about what you will have teachers do, just as you would do in a classroom lesson plan (e.g., what discussion questions you will pose). Think about whether you will want them to do any reading, watch videos, participate in experiences, experiment with strategies, etc.
- Justification: Explain how each of the components of the PL sessions are linked to your objectives. Do not leave the reader to make this imaginative leap by him/herself. In your justification, you also need to offer a literature-based rationale for the instructional decisions you

made. To do this you should provide references to at least 8 course texts to justify the importance of the objectives and PL plans you designed and how they will address the underlying causes of discipline disproportionality.

C. Case Study Analysis

For this choice you will analyze a classroom dilemma through the lens of culturally responsive classroom management. I will provide choices of cases for you to select. Your case analysis includes these components:

- Problem identification: Fully describe the issues in this case. What contextual/ecological factors play a role and how? Which issues seem most urgent or important and why?
- Critical reflection: Examine the case by considering “alternative explanations that recast the scenario in different lights.”¹ Here you should consider the perspectives of those involved in the case to try to understand how the situation may be experienced from varied positions.
- Plan of action: How can the issues be resolved? Describe reasonable short-term/immediate interventions – what should the educator do right now to curtail the problem(s)? What long-term interventions should the educator implement?
- Possible outcomes/consequences: Consider what may happen as a result of the plan of action. Are there any consequences? If so, do the positive outcomes outweigh them?

Throughout your examination of the case study, provide a literature-based rationale for your analysis. To do this you should provide references to a minimum of 8 course texts to justify your analysis of this case. Aim for 6-8 pages. Please put the case # in the title of your analysis.

D. Other: Please let me know if you have a project you would like to complete for this class.

REQUIREMENTS FOR DOCTORAL AND EDUCATION SPECIALIST STUDENTS

Supplemental Reading Log

Unless otherwise specified, specialist and doctoral students are expected to complete at least one supplemental reading each week. Any reading relevant to the topic and your interests is appropriate. I encourage you to browse current and past issues of leading journals and to look at professional education websites to find related articles. Supplemental readings must come from professional educational journals or from professional educational websites. Appropriate journals include but are not limited to:

Action in Teacher Education
American Educational Research Journal
Education and Urban Society
Educational Researcher
Equity and Excellence in Education
Harvard Education Review
International Journal of Qualitative Studies in Education
Journal of Negro Education

Journal of Teacher Education
Journal of Teaching and Teacher Education
Teachers College Record
Teacher Education Quarterly
Teacher Education and Practice
Theory into Practice
Urban Education

Feel free to select a book and skim/scan for your supplemental reading. If you love the book you can continue it and use it as supplemental reading over time (even if we shift topics). If you become really interested in one topic you can use supplemental reading to focus on that one topic. It is also encouraged for you to read each other's log entries and if you see a text that piques your interest, you can certainly read it, as well. **You are expected to bring ideas from your supplemental readings into your weekly responses and/or applications.**

¹ Danforth, S., and Boyle, J.R. (2006). *Cases in behavior management* (2nd ed.). Upper Saddle River, NJ: Pearson.

Supplemental Reading Log: You will log what you read on a shared Supplemental Readings Log, available on ELC starting Week 2. This should be updated by Mondays at 11:59pm using APA formatting.

Although it is not required, I highly suggest that you keep an **annotated bibliography** of texts that resonate with you or that seem particularly important for your future research. Annotated bibliographies are invaluable as you work on papers, qualifying exams, and your dissertation. Let me know if you'd like me to share some sample formats with you.

EXPECTATIONS FOR QUALITY OF WRITING

- Electronic submissions should be in Word and the electronic submission must include your name on the paper.
- The file name must include your last name or initials (e.g. Murphy_Try It 1.doc).
- Format papers using 12 pt font (Times New Roman or Garamond), 1" margins on all sides, and double-spacing.
- 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. It is permissible (even preferred) that you have a peer review your work before you submit it to help you identify and correct technical errors.
- APA format is required. Points will be deducted from assignments with APA errors.
- 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.

CLASS POLICIES

Expectations for Email

When writing an email about class, please write it to both Dr. Murphy and Ashley Williams. Please DO NOT email through ELC. Students enrolled in this course can expect to receive a response within 24 hours during the work week and within 48 hours over the weekend; the same courtesy is expected from students (again, excluding Saturdays and Mondays). During Monday-Friday I will be "checking in" on this course at least twice a day, once in the morning and the other time in late afternoon and will respond to all questions submitted via email at those times. Email will be checked at least once over the weekend, though the times will vary. You will get a head's up if I'll be away from email for longer than a day.

If you go "radio silent" from email and phone contact for more than 72 hours (excluding weekends) without prior arrangement, it will be assumed that you are not participating in the course and you will forfeit 5% of your grade. If you go "radio silent" for more than a week without prior notice that you will be out of town and/or away from email access, I will assume you have withdrawn from the course. It is assumed that you will be available throughout the semester via phone or email should problems arise with assignments (unless I've already communicated about your arrangements).

Texting/Using the Remind App

If you have a quick question that does not require a detailed response, feel free to text me using the Remind App between 8am-8pm. Directions for signing up for Remind are on ELC under Syllabus & Other Resources. You can also use Remind to shoot me a text letting me know that there's a time sensitive email waiting for me to respond to. Please do not text a question that requires a lengthy response.

Attendance

While there is no attendance policy for this online course, there is a mutual expectation that we all will be accessible during the semester. All tasks are due on the assigned due date unless another arrangement has been made PRIOR to the due date.

MENTAL HEALTH AND WELLNESS RESOURCES

Please let me know if you have any special circumstances that you believe may affect your performance in class, so that I might develop appropriate accommodations.

Further resources are below:

- For students with disabilities: If you have a documented disability and anticipate needing accommodations in this course, please notify me no later than the second week of the course. The Disability Resource Center, a part of the Office of the Vice President for Student Affairs, provides academic and support services to qualified students with disabilities to ensure equal access to all programs and activities at The University of Georgia. For more information go to <http://www.dissvcs.uga.edu>.
- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. This includes students who face challenges securing their food, housing, or other basic needs and believes this may affect their performance in their coursework.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Relationship and Sexual Violence Prevention: The University of Georgia has a Relationship and Sexual Violence Prevention (RSVP) office where you can find resources, workshops, counseling services and general support, as well as a place to report unsafe encounters and/or interpersonal violence. **706-542-SAFE**
- Additional resources can be accessed through the UGA App.

Students with Disabilities Who Require Accommodations

Students requesting classroom accommodations should first provide UGA's Disability Resource Center [<http://www.dissvcs.uga.edu>] with all necessary documentation and then schedule an appointment to speak with the instructor. If accommodations are needed but are not covered through the Disability Resource Center, schedule an appointment with me as soon as possible to discuss the circumstances.

ACADEMIC HONESTY POLICY

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in [UGA's "A Culture of Honesty."](#) The University of Georgia's policies on academic honesty are strictly enforced in this class. You are responsible for informing yourself about these standards, including provisions regarding plagiarism, before performing any academic work. This means, among other things, that you must give credit when you use the ideas of others.