

The Dr. Spencer Diversity Plan

The approach to diversity in the classroom of Dr. Spencer is developed to create a meaningful, integrated, and inclusionary family atmosphere. The extended family model in my classroom is going to improve achievement among the students (Carledge et al, 2008). Students will know that learning is not complete until all students have learned to the best of their ability - our model of no child left behind. Positive behavior intervention supports (PBIS) will be the norm for my future class of African-American, Native American, Hispanics and English learner students in a Title 1 Middle School (Carledge et al, 2008; Sugai & Horner 2005). The community classroom will be equitable, use culturally relevant pedagogy, and incorporate social justice. Students will feel at home and that care is taken to facilitate their success (Noddings 1992).

Students are valued for the knowledge that they have gained elsewhere (Bean-Folkes & Lewis Ellison 2018). Their cultural differences will be welcomed and expressed in context with the curriculum and relevant pedagogy. We study counter-stories from African-American populations that illustrate why equitable access to digital technologies within and outside schools is necessary to resist racial and technological oppression (Lewis, Ellison & Solomon 2019) thus working toward the goal of social justice. The school district is one-to-one with technology and has been implementing learn from home days prior to the COVID-19 health crisis closed schools.

In addition, a one theme will be the opportunity for friendly competition and active learning (Wormeli 2001). Students will be able to implement competition in academic games and use of their physical body into their studies in order to excel in dynamic learning. Students will be aware of real world job situations concerning promotions and pay increases from the academic level of understanding. Students will compete individually as well as in group activities to create comradery. We will complete science projects and experiments to promote active learning.

Standards will be connected to the cultures represented in the classroom with an African-American or Hispanic theme, poems music, current events and world news (Ladson-Billings 2014).

Dr. Spencer's class will be a safe place of learning. Opinions will be welcome on the "conversation carpet" that lies off to one side. The "group gaming area" will be off towards a back corner with the big screen TV for the Khoots and the opening culturally relevant video ready to play as an introduction that will connect the students to the lesson. Desks will be set up from month to month in different patterns of learning to keep students excited and engaged. There will be a welcoming, peaceful atmosphere where we move into learning.

On the board will be the Georgia Standard of the week. English language learners will be asked to translate two vocabulary words per week and write them on the board so that all students will be exposed to other languages, to promote equity, and cultural competence (Ladson-Billings 2018). Students will be in the routine of the class schedule each day. We will have well laid out classroom norms such as raising your hand to speak, behavioral expectations and positive speaking of one another (Cartledge et al 2008). A mutually created vision will be written on poster board and placed on a wall. Parents will be welcome volunteers in our community of practice. My students and their parents will know who I am prior to the first day of school and I will know about them as well. A phone call of introduction will be initiated to the homes of all students (Dr. Terrell Davis [Webinar] 2020).

In conclusion, I will have a community of support in my classroom expressing the importance of achieving excellence in all area of life. We are connected to our family, our school, our community and each other. Developing middles scholars into future citizens in preparation to participate positively in society.

Resources

- Khootz.com -E-learning, distance learning and interactive lessons. Competitive learning platform for academic assessments.
- Technology- Create a group on social media to engage with classmates about readings (Bean-Folkes & Lewis Ellison 2018).
- Youtube.com – History and Culturally Relevant videos for connection to lessons
- Literacy - Vocabulary.com; Flocabulary.com; Quizlet.com; Starfall.com
- Journal reflections on social justice in the community, LGBTQ, and personal reflections
- Pie chart of Inclusion in History
- <https://www.glsen.org/resources/educator-resources>
- <https://www.facinghistory.org/educator-resources/current-events/lgbtq-history-and-why-it-matters>

Diversity Plan

[Previous](#) [Next](#)

Instructions

The Diversity Plan is a definition and plan of how you define, approach, and integrate ideas around equity, culturally relevant pedagogy, and social justice approaches to teaching and in your classroom. You should explain your understanding of teaching and learning for supporting equity in education, providing references to resources you may have already read or that you read/find for this class. Some questions you can consider include: Describe how you envision your classroom to take advantage of, accommodate, and maximize diversity. How will you structure the physical/psychological environment look like? What kinds of activities might you engage in with your students? How will you ensure

that equity and social justice are at the center of your instruction? What types of culturally relevant pedagogical practices will you utilize in your classroom? What kinds of supplies might you need? This should be typed, 12pt. font, 1-inch margins, 2 pages double-spaced.