**A purple and white logo

Description automatically generatedCoursework Planning Form: Faculty**

**Addressing Diversity across Courses**

**Directions:** In the top row, provide the number and name for each course in your program that addresses the topic. Provide the semester the course is taken. Put an X in the cell to indicate what resources will be used in each course. Once completed, ensure there is no overlap in resources across programs (unless intentional). Additionally, ensure there is not an overload of IRIS activities across courses offered in the same semester.

|  | **Course Name and Number; Semester** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [Classroom Diversity: An Introduction to Student Differences](https://iris.peabody.vanderbilt.edu/module/div/) |  |  |  |  |  |  |
| [Cultural and Linguistic Differences: What Teachers Should Know](https://iris.peabody.vanderbilt.edu/module/clde/) |  |  |  |  |  |  |
| [Dual Language Learners with Disabilities: Supporting Young Children in the Classroom](https://iris.peabody.vanderbilt.edu/module/dll/) |  |  |  |  |  |  |
| [Teaching English Language Learners: Effective Instructional Practices](https://iris.peabody.vanderbilt.edu/module/ell/) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [English Language Learners: Is This Child Mislabeled?](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Is_This_Child_Mislabled.pdf) |  |  |  |  |  |  |
| [Disability Awareness: Cultural Attitudes](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_Attitudes_about_Disabilities.pdf) |  |  |  |  |  |  |
| [Diversity: Cultural Sensitivity](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_Cultural_Sensitivity.pdf) |  |  |  |  |  |  |
| [Diversity: Special Education Considerations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_Diversity_Special_Education_Considerations.pdf) |  |  |  |  |  |  |
| [Dual Language Learners with Disabilities: Supporting Young Children in the Classroom](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Supporting_Children_Classroom.pdf) |  |  |  |  |  |  |
| [Dual Language Learners: Screening and Assessing Young Children](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Screening_Assessing.pdf) |  |  |  |  |  |  |
| [Dual Language Learners: Working with Families of Young Children](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Working_with_Families.pdf) |  |  |  |  |  |  |
| [English Language Learners: Understanding BICS and CALP](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_BICS_and_CALP.pdf) |  |  |  |  |  |  |
| [English Language Learners: Understanding Sheltered Instruction](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Understanding_Sheltered_Instruction.pdf) |  |  |  |  |  |  |
| [Deafness: Sounds Like Home (Non-Fiction)](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Sounds_Like_Home.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [10 Mentoring and Induction Challenges in Rural Schools and How to Address Them](https://gtlcenter.org/sites/default/files/MentoringInduction_Rural.pdf) |  |  |  |  |  |  |
| [5 Effective Modeling Strategies for English Learners](https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners) |  |  |  |  |  |  |
| [6 Strategies for Partnering with Families of English Language Learners](https://www.understood.org/en/articles/6-strategies-for-partnering-with-families-of-english-language-learners) |  |  |  |  |  |  |
| [A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms](https://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners) |  |  |  |  |  |  |
| [Building and Sustaining a Robust and Diverse Pipeline](https://www.nassp.org/publication/principal-leadership/volume-23-2022-2023/principal-leadership-december-2022/building-and-sustaining-a-robust-and-diverse-pipeline/) |  |  |  |  |  |  |
| [Building Connections with Students from Diverse Cultural Backgrounds through Perspective-Taking](https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/building-connections.asp) |  |  |  |  |  |  |
| [Culturally Responsive Teaching in Today's Classrooms](https://ncte.org/blog/2018/01/culturally-responsive-teaching-todays-classrooms/) |  |  |  |  |  |  |
| [Enriching Academic Vocabulary: Strategies for Teaching Tier Two Words to ELL Students](https://www.nytimes.com/2017/11/29/learning/lesson-plans/enriching-academic-vocabulary-strategies-for-teaching-tier-two-words-to-ell-students.html) |  |  |  |  |  |  |
| [MANAGING THE CLASSROOM Design Environments and Use Materials to Support Learning: TIPS FOR TEACHERS DUAL LANGUAGE LEARNERS](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/managing-classroom-teacher-tips-dll.pdf) |  |  |  |  |  |  |
| [Redefining Approaches for Engaging English Learners with Mathematical Ideas](https://www.wested.org/wp-content/uploads/2022/09/Redefining-Approaches-for-Engaging-English-Learners-With-Mathematical-Ideas_ADA.pdf) |  |  |  |  |  |  |
| [Supporting Language: Culturally Rich Dramatic Play](https://www.naeyc.org/resources/pubs/tyc/dec2017/supporting-language-culturally-rich-dramatic-play) |  |  |  |  |  |  |
| [The Cognitive Development of Young Dual Language Learners: A Critical Review of the Research](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_CECER-DLL_Brief11.pdf) |  |  |  |  |  |  |
| [TIPS for Educators of ELLs in Grades 4–12: Teaching Vocabulary](https://www.colorincolorado.org/sites/default/files/Tip_Sheet_4-12_Vocabulary.pdf) |  |  |  |  |  |  |
| [To Achieve Equity, Build a Diverse Workforce](https://learningforward.org/journal/building-the-pipeline/to-achieve-equity-build-a-diverse-workforce/) |  |  |  |  |  |  |
| [What Is Culturally Responsive Teaching?](https://www.understood.org/en/articles/what-is-culturally-responsive-teaching) |  |  |  |  |  |  |
| [What Is the Difference between Social and Academic English?](https://www.readingrockets.org/article/what-difference-between-social-and-academic-english) |  |  |  |  |  |  |
| [When Students Struggle: A Teacher's Guide to Communicating with Families](https://assets.ctfassets.net/p0qf7j048i0q/6VHKJTdlR2zzfQjkxKmvgz/922b27979b107a8e25db1c792854a3f7/_When_students_struggle-_A_teacher-s_guide_to_communicating_with_families_Understood.pdf) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Considerations for Dual Language Learners](https://iris.peabody.vanderbilt.edu/interview/considerations-for-dual-language-learners/) |  |  |  |  |  |  |
| [Cultural and Linguistic Differences](https://iris.peabody.vanderbilt.edu/interview/ford_cul_ling_diff/) |  |  |  |  |  |  |
| [Cultural Considerations for Developing a Behavior Management Plan](https://iris.peabody.vanderbilt.edu/interview/cultural-considerations-for-developing-a-behavior-management-plan/) |  |  |  |  |  |  |
| [Cultural Influences on Behavior](https://iris.peabody.vanderbilt.edu/interview/cultural-influences-on-behavior/) |  |  |  |  |  |  |
| [Diverse Learners](https://iris.peabody.vanderbilt.edu/interview/velasquez_diverse_lrn/) |  |  |  |  |  |  |
| [Evaluating Dual Language Learners](https://iris.peabody.vanderbilt.edu/interview/evaluating-dual-language-learners/) |  |  |  |  |  |  |
| [RTI and Cultural Considerations](https://iris.peabody.vanderbilt.edu/interview/baca_rti/) |  |  |  |  |  |  |
| [Testing Culturally and Linguistically Diverse Learners](https://iris.peabody.vanderbilt.edu/interview/artiles_testing/) |  |  |  |  |  |  |
| [The Use of Native Languages in the Classroom](https://iris.peabody.vanderbilt.edu/interview/baca_native_lang/) |  |  |  |  |  |  |
| [Working with Children from High-Poverty Backgrounds](https://iris.peabody.vanderbilt.edu/interview/working-with-high-poverty-children/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [Effective Family Engagement Could Look Like This](https://www.youtube.com/watch?v=SgoRN4n0GGs&t=1s) |  |  |  |  |  |  |
| [English Language Learners: Sheltered Instruction](https://www.youtube.com/watch?v=jkw_wZtJ6hY) |  |  |  |  |  |  |
| [English Language Learners: Unsheltered Instruction](https://www.youtube.com/watch?v=swQzT8rVI08) |  |  |  |  |  |  |

**Notes on Use**