

## Culturally Responsive Teaching

### Framingham State University

**Course Number and Title:** PRDV 70127 Culturally Responsive Teaching  
**Credit:** 1  
**Meeting dates & times:** Fall 2022  
**Location:** Online Using FSU Blackboard  
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Students enter the classroom accompanied by their culture and life experiences. Students are engaged learners when we meet them where they are at. The well-researched principles of culturally responsive teaching provide us with the means to reach and teach learners by drawing on cultural knowledge and understandings, experiences, and frames of reference, to engage learners, and to assist teachers in the building and strengthening of learning foundations in students.

#### Course Description

In this course, you will learn the theory and principles of Culturally Responsive Teaching (CRT) to create both a teaching and learning environment that is both inviting and engaging for learners who are representative of differing cultures, races, and creeds, then your own. You will analyze the principles of CRT while examining your misconceptions about these learners. You will learn how to apply CRT through proper planning and implementation, bringing to your students a sense of understanding and belonging while nurturing each learner's individuality. Finally, you will learn how to evaluate the CRT strategies, and plan for and manage both teaching and learning that will empower learners both socially, emotionally, and intellectually.

#### Course Goals

##### Course Goals are to:

- fully inform participants on the importance of Culturally Responsive Teaching (CRT).
- fully inform participants on the principles of Culturally Responsive Teaching (CRT).
- provide examples of Culturally Responsive Teaching (CRT) across subjects.
- provide examples of Culturally Responsive Teaching (CRT) strategies.

#### Course Outcomes

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### Upon completion of the course participants will be able to:

1. Define the theory of Culturally Responsive Teaching (CRT)
2. Describe the impact of Culturally Responsive Teaching and the Brain
3. Describe the principles of Culturally Responsive Teaching
4. Analyze the principles of Culturally Responsive Teaching
5. Apply the principles of Culturally Responsive Teaching
6. Describe what Culturally Responsive Teaching looks like in subject areas
7. Apply the planning and implementation of Culturally Responsive practices in subject areas.
8. Define Culturally Responsive Teaching strategies
9. Utilize Culturally Responsive Teaching strategies in and out of the classroom
10. Evaluate Culturally Responsive Teaching strategies in the classroom

Massachusetts Comprehensive Health Curriculum Framework. Social and Emotional Health Strand.

Social and Emotional Learning in English Language Arts and Literacy. Guiding Principle 10

Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaboratively respectfully with diverse peers (relationship skills).

- Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Department of Elementary and Secondary Education Guidelines for the Implementation of Social and Emotional Learning Curricula K-12 (Updated November 2017). Social and Emotional Learning in Massachusetts. <http://www.doe.mass.edu/sfs/sel/>

Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning. <https://www.mass.gov/service-details/preschool-and-kindergarten-standards-in-social-emotional-development-and-approaches>

Massachusetts Standards for Preschool and Kindergarten. Preschool and Kindergarten Standards in Social-Emotional Development and

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Approaches to Play and Learning. June 2015. <https://www.mass.gov/service-details/preschool-and-kindergarten-standards-in-social-emotional-development-and-approaches>

**Course Requirements:** This is an asynchronistic course, that is a collaborative experience relying on discussions of course content/ Participants are encouraged to draw on their own personal teaching experiences to further the impact of course content on their thinking. This online, four-week experience is organized by modules, where all modules are available at the start of the course. Participants are expected to review all content for each weekly discussion, and to cite readings and videos to support posts. A Discussion Board Rubric is provided, to guide the quality of posts and expectations for the course. A final project is required and expected to incorporate content from the course, and outside resources to support the project.

### Weekly Module Theme

- Week 1 - Culturally Responsive Teaching and the Brain
- Week 2 – Characteristics of Culturally Responsive Teaching
- Week 3 – Culturally responsive teaching in subject areas
- Week 4 - Culturally-Responsive Teaching Classrooms & Strategies

### Grades

#### Grading Components:

40 points = Readings and Videos (tied to the frequency and quality of posts (See Rubric for Discussion Board)).

40 points = Weekly Assignments (See Rubric for Weekly Assignments).

20 points = Final Project: PowerPoint, Prezi, Podcast, Adobe Spark or Research Paper (APA)

**100 points**

#### Grading/Grade Points

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Work and discussion posts exceed expectations.

B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the course work has met the requirements and was judged acceptable. Work and discussion posts meet expectations.

C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) D+ 69-67 D 66-63 D- 62-60 F 59-0 - Indicates that the level of work did not adequately meet the requirements.

#### How to use the Discussion Board Prompts

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Each weekly discussion will be based on the required readings/viewings. Each weekly Discussion Board will begin with one or more questions or prompts. Each Discussions Boards run week to week, once a week closes, posts cannot be made up.

Please see the **Rubric for Asynchronous Discussion Participation**.

### **Discussion Board Rubric for Asynchronous Discussion Participation**

#### **A Quality of Postings Indicator**

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to through posts throughout the week.

Post your thoughts and provide supporting evidence using the readings and videos. DO NOT just give the facts. Posts MUST reflect how the readings and videos have impacted upon your thinking and the work that you do.

Participants will use the following guidelines to improve the quality of their discussion contributions.

#### **Grading Discussion Board Posts**

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may be 5-6 postings, but participation only occurred 3 times during the week.

#### **My commitment to cultivate an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to

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commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

### **College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7* at: <http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf>.

### **Research/ Library Access**

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to your FSU My Campus account and go to the tab that says Library. Go to: My Framingham; Click on the **Library tab**; Choose Books, Articles or Key E-resources.

### **Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, based on disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academic-success-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu)

### **Copyright**

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