Culturally Responsive Teaching Practices - Foundational Principles

Course title: Culturally Responsive Teaching Practices
Number of credits requested: 1 Graduate Credit
Meeting dates and times: Asynchronous
Format: Online
Instructor information: Brenda Hagan, 508-314-6627, bchagan14@gmail.com

One Graduate Credit: One Semester Hour of Graduate Credit = 45 contact hours. Therefore, students enrolled in a one semester hour credit graduate course should expect about 45 contact hours of work in total.

Course Description:
This course is an introduction to culturally responsive teaching, drawing inspiration from the work of Zaretta Hammond. The curriculum encompasses defining culturally responsive teaching, providing an overview of individualist and collectivist cultures, understanding various cultural perspectives, and exploring the profound influence of culture and identity on one's thinking, values, and pedagogical choices. Participants will gain invaluable insights and strategies to create inclusive, empowering environments that ensure the success of all students.

Course Objectives/Outcomes

On successful completion of this course, participants will be able to…

1. Understand the foundational principles of Culturally Responsive Teaching (CRT) through readings, videos, and discussions.
2. Analyze the impact of culture on classroom dynamics, teacher-student relationships, and pedagogical choices.
3. Utilize diverse resources, including videos, activities, and questionnaires, to enhance cultural responsiveness in the classroom.
4. Apply learning partnerships and information processing strategies grounded in CRT to enhance teaching practices.
5. Demonstrate a deep understanding of Zaretta Hammond's work, reflecting on personal teaching philosophy and proposing concrete changes/enhancements based on CRT principles.
The Massachusetts Department of Elementary and Secondary education (DESE) website on Supporting Culturally and Linguistically Sustaining Practices (excerpt below):

Culturally and linguistically sustaining practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

Course Expectations
During this four week online course, teachers will explore various articles, aiming to deepen their understanding of culturally responsive teaching. The course maintains a collegial tone, encouraging participants to share reflections on readings and engage in discussions through the online discussion board.

Organized in modules, the course material should be reviewed in the specified order. Participants will dedicate time each week to reading articles and watching videos, participating in discussion threads and exploring suggested online resources.

As a final assignment, participants will submit a 4-5 page paper.

Active participation in all assignments and course discussions is mandatory. Participants are advised to plan for consistent internet access, and late work will be accepted up to two days with a reduction of 10% credit per day.

Course content/outline

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Module 1: What is Culturally Responsive Teaching?</th>
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<tbody>
<tr>
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<td>Readings</td>
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<td>Class Norms</td>
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<td>Geneva Gay’s definition of Culturally Responsive Teaching (handout)</td>
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<td>Book: Culturally Responsive Teaching and the Brain - Chapters 1-2. My slideshow (excerpt)</td>
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<td>Video: Our Culture Our Schools- Culturally Responsive Education in New York City</td>
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Podcast (optional):
*Podcast: Four Misconceptions about Culturally Responsive Teaching*

**Week 1 Discussion Posts**

1. Introduce yourself - include your name, school, and what you are hoping to gain from this course.
2. Reflect on the video and readings. Below are some suggested topics. Choose a couple to address.
   - What resonated with you?
   - What are the essential elements of CRP as outlined in these texts?
   - How did the readings reinforce or develop your understanding of culturally responsive teaching?
   - Which elements would you consider strengths of your practice?
   - Which areas would you like to explore further?
3. Read and comment on at least two posts.

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Module 2: Culture and Awareness</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
<td>Book: <em>Culturally Responsive Teaching and the Brain</em> - Chapters 3-4</td>
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<tr>
<td>My slideshow (excerpt)</td>
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**Week 2 Discussion Post**

1. How might the elements on the culture tree on p. 24 (chapter 2) impact classroom dynamics, teacher-student relationships, and pedagogical choices?
2. Reflect upon your surface, shallow, and deep culture using the questions on p. 57 of *Culturally Responsive Teaching and the Brain*. How does your culture and identity shape your thinking, values, and understanding of the world?
3. How does your culture and identity differ from your students and colleagues? How does it shape your interactions with students, families, and colleagues?
4. **Read and comment on at least two posts.**

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<tr>
<th>Week 3</th>
<th>Module 3: Learning Partnerships, Information Processing</th>
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<tr>
<td><strong>Readings</strong></td>
<td>Book: <em>Culturally Responsive Teaching and the Brain</em> - Chapters 5-7</td>
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<tr>
<td>My slideshow (excerpt)</td>
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**Additional reading (optional)**

3 steps to developing an Asset-Based Approach to Teaching

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**Week 2 Discussion Post**

1. How do you build trust in your classroom? What new strategy from the chart on p. 79 might you try? Identify a few experiences or stories you might share based on some combination of the trust generators.

2. Using the [Warm Demander PDF](#) below, have an honest conversation with yourself about your “go to” stance as a teacher. Share in a discussion post if you feel comfortable doing so. Reflect on how you can keep the best part of that type, but let go of the traits that make it hard to get students to give you permission to push them in a supportive way. What actions might you take to change?

3. Reflect upon 1-2 of the following questions based on the topic information processing.
   a. How do I communicate that I have high expectations for students of all backgrounds?
   b. How do I help students develop high expectations for themselves?

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**Week 4**

**Module 4: A Community of Learning and Final Paper**

**Readings**

Book: *Culturally Responsive Teaching and the Brain* - Chapters 8-9
My slideshow (excerpt)

**Final Paper:** The purpose of this final paper is to critically reflect on your journey through this Culturally Responsive Teaching course and articulate how the readings and discussions have influenced and shaped your philosophy of teaching. The paper should demonstrate a deep understanding of Zaretta Hammonds work with specific references to the text including citations. In addition, you will identify and propose three to four concrete changes/enhancements to your teaching practices that are firmly grounded in culturally responsive principles.

**Discussion Post:**
1. How do you seek to create a community of learners in your classroom?
2. Where do you see opportunity for incorporating more information processing activities in your instruction?

Course texts and materials

Core Texts:


See links to websites above in weekly course outline

Framingham State University Whittemore Library: Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to: http://www.framingham.edu/wlibrary

Course requirements
- Weekly Readings
- Weekly Discussion Posts
- Final Paper

Grading Criteria
60% - Participation in electronic class discussions
40% - Final Project
<table>
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<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Demonstrates exceptional critical thinking skills by offering insightful perspectives, asking thought-provoking questions, and making connections beyond the surface level.</td>
<td>Displays strong critical thinking with well-reasoned arguments, thoughtful questions, and connections to the material.</td>
<td>Shows some critical thinking but lacks depth in analysis and connections.</td>
<td>Lacks critical thinking, with minimal analysis or connections to the material.</td>
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<tr>
<td><strong>Relevant Connections</strong></td>
<td>Skillfully integrates relevant concepts from the course material, real-world examples, or personal experiences, enhancing the discussion.</td>
<td>Demonstrates good integration of relevant concepts from the course material or other sources.</td>
<td>Shows attempts to make connections but they are not always relevant or well-developed.</td>
<td>Fails to make meaningful connections to course material or external sources.</td>
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<td><strong>Thorough Reading</strong></td>
<td>Clearly indicates a comprehensive understanding of the assigned readings, referencing specific ideas to support points.</td>
<td>Shows a solid understanding of the assigned readings, with some references to specific ideas.</td>
<td>Demonstrates a basic understanding of the readings, but may lack specificity in referencing materials.</td>
<td>Fails to demonstrate a clear understanding of the assigned readings.</td>
</tr>
<tr>
<td><strong>Length and Depth</strong></td>
<td>Posts are well-developed, offering substantial substance.</td>
<td>Posts are adequately developed,</td>
<td>Posts are somewhat short or lack depth</td>
<td>Posts are very short or lack any meaningful depth.</td>
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<td><strong>Introduction</strong></td>
<td>Engaging and insightful introduction providing a comprehensive overview of the course and clear articulation of initial beliefs.</td>
<td>Clear introduction with a good overview of the course and a statement of initial beliefs.</td>
<td>Adequate introduction, but may lack clarity or engagement.</td>
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<td><strong>Timeliness</strong></td>
<td>Consistently submits posts on time and engages in timely responses to peers.</td>
<td>Mostly submits posts on time but may occasionally be late. Engages in timely responses to peers.</td>
<td>Frequently submits posts late or fails to engage in timely responses to peers.</td>
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<td><strong>Engagement with Peers</strong></td>
<td>Actively engages with peers by providing constructive feedback, asking questions, and fostering meaningful discussion.</td>
<td>Engages with peers by offering constructive feedback and participating in the discussion.</td>
<td>Provides minimal engagement with peers, with limited constructive feedback or participation.</td>
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<td><strong>Rubric for Final Paper</strong></td>
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<td>Philosophy Transformation</td>
<td>Through and insightful reflection on the transformation of the teaching philosophy, demonstrating a deep understanding of course concepts and theories. Specific references to course readings and discussions are provided.</td>
<td>Clear reflection on the teaching philosophy transformation with adequate references to course materials.</td>
<td>Adequate reflection on the teaching philosophy transformation, but may lack depth or specific references.</td>
<td>Limited reflection on the teaching philosophy transformation, with minimal references to course materials.</td>
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<td>Concrete Changes</td>
<td>Four well-defined, specific, and grounded changes in teaching practices are proposed. Each change is clearly connected to culturally responsive practices, and the potential impact on teaching and student outcomes is thoroughly discussed.</td>
<td>Four specific changes are proposed, tied to culturally responsive practices, with a good discussion of potential impact.</td>
<td>Adequate proposal of changes, but they may lack specificity or a clear connection to culturally responsive practices.</td>
<td>Limited or unclear proposals for changes, and their connection to culturally responsive practices is weak.</td>
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</tbody>
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**Conclusion**

A concise and thoughtful summary of key insights and changes, effectively tying the paper together. Reflection on the anticipated transformation is insightful.

A clear summary of key points and changes, with a brief reflection on the anticipated transformation.

Adequate conclusion, but it may lack conciseness or depth of reflection.

Limited or unclear conclusion, lacking a concise summary or insightful reflection.

**Writing Style**

Exceptionally clear, well-organized, and concise writing. Proper use of citations in the designated format.

Clear writing with good organization and conciseness. Proper use of citations with minor errors.

Adequate writing, but may lack clarity, organization, or conciseness. Some citation errors are present.

Writing lacks clarity, organization, and conciseness. Frequent citation errors.

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**Academic Honesty Policy**

Framingham State University Academic Honesty Policy:

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. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities.

**ADA Policy**

Academic Accommodations Policy Framingham State University offers equal opportunities to all qualified students, including those with disabilities. The University is committed to
making reasonable accommodations as necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Disability/Access Services works with students with ADD/ADHD, learning and psychiatric disabilities, students with mobility disabilities, students who are blind or low vision, students who are d/Deaf or hard of hearing, and students with chronic medical conditions. Please refer to the link below for more information: https://www.framingham.edu/academics/center-for-academic-success-and-achievement/disability-access-services/index