

Culturally Responsive Teaching

Framingham State University

Course number and Title: PRDV 70127 Culturally Responsive Teaching
Credit: 1
Meeting dates & times: Summer 2021
Location: Online Using FSU Blackboard
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Course Description

About the theory and principles of Culturally Responsive Teaching (CRT). Participants work to create a teaching and learning environment that is inviting and engaging for learners who are representative of differing cultures, race, and creed. Participants analyze the principles of CRT and are encouraged to examine any personal misconceptions about these learners. How to apply CRT through proper planning and implementation is covered. The course concludes with guidance on how to evaluate the CRT strategies, and to plan for and manage both teaching and learning that empowers learners both socially, emotionally, and intellectually.

Course Outcomes

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

1. Describe the theory of Culturally Responsive Teaching (CRT)
2. Determine the impact of Culturally Responsive Teaching on the Brain.
3. Define Culturally Responsive Teaching strategies
4. Apply the principles of Culturally Responsive Teaching in the classroom
5. Evaluate Culturally Responsive Teaching strategies in the classroom

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.

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- Provide examples of Culturally Responsive Teaching (CRT) strategies.

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 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 asynchronous 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. Modules organize this online, four-week experience, 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.

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Required Text, Readings & Videos

Week 1 - Culturally Responsive Teaching and the Brain

Chapter 1: Climbing Out of the Gap

[https://www.corwin.com/sites/default/files/upm-binaries/67610 Pages from Hammond 1 Culturally Responsive Teaching and The Brain 2.pdf](https://www.corwin.com/sites/default/files/upm-binaries/67610_Pages%20from%20Hammond%201%20Culturally%20Responsive%20Teaching%20and%20The%20Brain%20.pdf)

Hammond, Z. (2018). Culturally Responsive Teaching" at the San Francisco Public Library. Duration 22:49

<https://www.youtube.com/watch?v=ME8KjqyqthM>

Hammond, Z. (2012). 5 Common Myths about Culturally Responsive Pedagogy.

<https://crtandthebrain.com/5-common-myths-about-culturally-responsive-pedagogy/>

Week 2 – Characteristics of culturally responsive teaching

(2018). Culturally Responsive Teaching: How Not to Miss the Point.

<https://curriculum-solutions.net/2018/02/01/missing-the-point-culturally-responsive-teaching/>

Principles for Culturally Responsive Teaching (Note: Click on each characteristic)

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>

Howard, G. (2012). Seven Principles for Culturally Responsive Teaching and Learning.

Duration (32:14). <https://www.youtube.com/watch?v=IptefRjN4DY>

Gonzalez, V. (2018). Diversity Teaching. Culturally Responsive Teaching in Today's Classrooms. NCTE.

<https://ncte.org/blog/2018/01/culturally-responsive-teaching-todays-classrooms/>

Week 3 – culturally-responsive teaching in subject areas

Math

Ukpokodu, O. N. Multicultural Education. 2011. How Do I Teach Mathematics in a Culturally Responsive Way? Identifying Empowering Teaching

Practices. <https://pdfs.semanticscholar.org/84ee/b1f09761f8d41af7fc32e95723bdfaa33915.pdf>

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2019. University of Kansas. Study examines benefits of teaching math in culturally responsive ways.
<https://news.ku.edu/2019/04/19/study-examines-benefits-teaching-math-culturally-responsive-ways>

STEM

Delaney, C. J., Lee, K. S. (2016). Culturally Responsive Teaching with Technology: Increasing STEM Participation of Underrepresented Groups.
[file:///C:/Users/kaczy/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/DelaneyLeeSITE2016CRTMarch31PAPER%20\(3\).pdf](file:///C:/Users/kaczy/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/DelaneyLeeSITE2016CRTMarch31PAPER%20(3).pdf)

Literature

Culturally Responsive Books for Students (2017)
<https://inclusiveschools.org/culturally-responsive-books-for-students/>

Culturally Responsive Library Books for Students
<http://inclusiveschools.org/wp-content/uploads/2015/09/Student-Library-Books.pdf>

Roundup Research: Cultural Responsiveness
<file:///C:/Users/kaczy/OneDrive/Desktop/Culturally%20responsive%20research%20roundup.pdf>

Week 4 - Culturally-Responsive Teaching Classrooms & Strategies –

Stephens, J. (2017). Cultivating a Culturally Responsive Classroom Community
<http://edublog.scholastic.com/post/cultivating-culturally-responsive-classroom-community#>

(2017). Lesson Design and Diversity. Pages 4 -16.
https://pbissmissouri.org/wp-content/uploads/2017/12/6A_HO2_-_Culturally-Responsive-lessonplans1.pdf

(2019). Black Boys Matter: Strategies for a Culturally Responsive Classroom –
<https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom>

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Hammond, Z. (2015). 3 Tips to Make Any Lesson More Culturally Responsive.

<https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies>

Culturally Responsive Teaching for ELLs –

[https://www.albany.edu/mop/assets/Culturally Responsive Teaching Summer Institute.pdf](https://www.albany.edu/mop/assets/Culturally%20Responsive%20Teaching%20Summer%20Institute.pdf)

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

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

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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, and 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 influenced 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 three different days; there may be 5-6 postings, but participation only occurred 3 times during the week.

Rubric for Discussion Board

There are four criteria, Posts throughout the week, Details in each post, the quality of information in response to other's posts, and the Frequency of Weekly Discussion Posts. The highest amount of points that can be earned in one week, for a score of excellent, is a score of 10 points.

***Criteria** – Excellent 10 points

***Posts throughout the weekly discussions** - Build on other's posts & comments analytically. Quotes directly from other's posts.

***Information** - Posts refer to what others have written, provides details from information gathered within the course, and encourages new ideas.

***Details in posts on the discussion board** - Posts offer information that is highly detailed & correct. Quotes three or more times from readings or videos to support statements.

***Frequency of posts** - Posts often, at least 7-8 times throughout the week.

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***Criteria** – Good 8 points

***Posts throughout the weekly discussions** - Builds on other posts & comments analytically w/o direct quotes.

***Information** - Posts refer to what others have written, provides some details from information gathered within the course.

***Details in posts on the discussion board** - Posts offer information that is detailed & correct. Quotes 1 to 2 times from readings to support statements.

***Frequency of posts** - Posts at least 5-6 times throughout the week.

***Criteria** – Good 6 points

***Posts throughout the weekly discussions** - Posts respond to other posts, w/o quoting directly or indirectly. Posts lack depth.

***Information** - Posts refer only to what others have written, does not provide information gathered within the course.

***Details in posts on the discussion board** - Posts offer information that is somewhat detailed & correct. Does not quote but refers to readings/videos.

***Frequency of posts** - Posts at least 3-4 times throughout the week.

***Criteria** – Unacceptable 4 points

***Posts throughout the weekly discussions** - Posts are not relevant to the discussion.

***Information** - Posts do not refer to what others have posted.

***Details in posts on the discussion board** - Post responds to others with few details or facts. Does not refer to readings/videos.

What to consider when posting:

- Discussion Board Prompt
- Refer to at least two specific points, from the article or reading.
- Conveying new information
- Contrasting earlier information learned in the course of new information (after week1).
- Convey information from the read, watch, listen information gathering, to personal experiences.
- Consider the importance of the final post to the Discussion board
- Discussion at a *critical level is not just facts from information gathering, but rather provides supporting evidence (see below).
- Discussion at a critical level means discussing, for example, the following:
 - Opinion of the facts gathered, or facts mentioned by others in the discussion group
 - Why the opinion is held
 - What is wrong with the fact/s mentioned?
 - Are the points, facts, opinions, consistent and or inconsistent with the material presented so far?

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•What are the implications for the future, consistencies, and or inconsistencies within the readings or videos?

Note: Participants will review readings/videos, by analyzing the content for information, what is interesting, and what is new, and what is considered the pros and cons of the information. Participants should justify their analysis, providing their own opinions, not just quote information. However, your opinion must be backed up by quoting from the readings/videos.

Weekly Assignment - Levels of Achievement

*Criteria

***Proficient:** 10 Points - The Post fully addresses the Discussion Board Prompt. The post demonstrates a proficient understanding of the content. Three or more quotes from reading or videos are used to support your statements.

***Competent:** 8 Points - The Post addresses the Discussion Board Prompt. The post demonstrates above average or competent understanding of the content. Two quotes from readings or videos are used to support your statements.

***Adequate:** 6 Points - The Post addresses the Discussion Board Prompt and demonstrates an adequate understanding of the content. One quote from readings or videos is used to support your statements.

***Unacceptable:** 0-2 Points - The Post does not clearly address the Discussion Board Prompt and does not appear to be tied to the topic. Quotes from readings or videos are not used to support statements. The post is found unacceptable.

Final Project – Due on or before the last day of class

Participants are required to create a Final Project. The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by you for professional purposes, a presentation or an activity. It should be short, for example, no more than 20 slides, concise, and cite from course content. DO NOT provide an overview of the course content.

*Format choices:

1. PowerPoint (Visual & Audio) might be useful if the intent is to share the information.
2. A Prezi (instead of a PowerPoint)
3. A Podcast may be useful to create a report, much like a newscast **
4. Writing a 10-page double-spaced APA style paper. One page of the paper may include a Wordle.
5. Or use of any other application that you choose to create your Final Project.

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****Note:** If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.

Rubric for the Final Project

Five criteria for the Final Project are as follows: Question, Information, Quotes and Encourages new ideas.

First criteria, the question

If the question directly relates to the course topics and the work that you do, this question earns a score of 4 points.

If the question is somewhat related to the course topics, and the work that you do, this question earns a score of 3 points.

If the question indirectly relates to the course topics, and the work that you do, this question earns a score of 2 points.

If the question does not directly relate to the course topics, and or the work that you do, this question earns a score of 1 to 0 points.

Second criteria, the information

If the information is highly detailed and correct, you earn a score of 4 points.

If the information is somewhat detailed and correct, you earn a score of 3 points.

If the information has some detail and somewhat correct you earn a score of 2 points.

If the information lacks detail, and or is not correct, you earn a score of 1 to 0 points.

Third criteria, how analytical is it

If the information is analytical and demonstrates a proficient understanding, you earn a score of 4 points.

If the Information is analytical and demonstrates above average understanding, you earn a score of 3 points.

If the Information is analytical and demonstrates an acceptable level of understanding, you earn a score of 2 points.

If the Information is not analytical and or demonstrates a poor understanding, you earn a score of 1 to 0 points.

Fourth criteria, using quotes

If four quotes or more are used to support statements/assertions, you earn a score of 4 points.

If three quotes or more are used to support statements/assertions, you earn a score of 3 points.

If two quotes or more are used to support statements/assertions, you earn a score of 2 points.

If quotes are not used, or one quote are used to support statements/assertions you earn a score of 1-0 points.

Fifth criteria, encouraging new ideas or new thinking

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If the Final Project responds to the Final Project question and responds to misconception, new ideas or new thinking you earn a score of 4 points.

If the Final Project responds to the Final Project question and responds somewhat to misconception, new ideas or new thinking earn a score of 3 points.

If the Final Project responds the Final Project question and responds to misconception yet does little to encourage new ideas or new thinking you earn a score of 2 points.

If the Final Project does or does not respond to the Final Project question, and does or does not responds to misconception, or new ideas or new thinking you earn a score of 1 to 0 points.

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>.

Whitemore Library]

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

Copyright

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material.

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Note: Syllabus is subject to change with notice. Check Blackboard regularly for updates.