

Setting the Stage for Equitable and Culturally Responsive Classrooms

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Course Credit: 1.0 graduate credits

Dates & Times: Online: July 22-August 12, 2019
The student must spend a minimum of 5 hours per week online for three weeks working in the Learning Management System to complete course requirements.

LMS LINK:

<https://www.edtechteam.online/products/setting-the-stage-for-equitable-and-culturally-responsive-e-classrooms>

COURSE DESCRIPTION:

In this course, participants will explore the concept of culturally responsive classrooms. You will learn how to identify, honor, and incorporate their students' unique cultural backgrounds, values, beliefs, and communication needs throughout your pedagogy, content, and classroom environment. You will also analyze how equity concepts such as implicit bias and stereotype threat affect your classroom - and consider how to address this impact. Finally, you analyze existing curricular resources to become more culturally responsive.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Explore the facets of culturally responsive classrooms
2. Honor students' unique cultural backgrounds, values, beliefs, and communication needs

3. Unpack how equity concepts such as implicit bias and stereotype threat affect your classrooms
4. Evaluating and identifying resources to improve the cultural responsiveness of existing curricula

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- <https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/>
- <https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/>
- <https://www.cwu.edu/teaching-learning/sites/cts.cwu.edu.teaching-learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf>
- <https://www.tolerance.org/professional-development/culture-in-the-classroom>
- <https://steinhardt.nyu.edu/scmsAdmin/uploads/004/678/NCCREStMississippiTool%201.4.pdf>
- <https://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/ejroc/CRE-Rubric-2018-190211.pdf>

COURSE REQUIREMENTS:

In order to receive a Passing grade, the participant must complete the following course requirements:

1. Complete Learning Matrix: For each topic, students must insert an artifact from their learning, not limited to screenshots of work samples, written reflections, and contributions to collaborative resources.
2. Final Project: Action Plan and Flipgrid reflections

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Learning Matrix	40%
Final Project	60%

Grade Scale:

90-100%	A
80-89%	B
70% and below	F

GRADING RUBRICS:

Learning Matrix:

	Learning Matrix Activities	Learning Matrix Reflections
Exceeds Expectations (90-100%)	Activities are thoughtful and complete. All expectations for each section were met or exceeded.	Reflection shows a thorough thoughtfulness of the project and its implications in the classroom. Explains thinking and learning process and implementations for future learning. Extensive evidence of personal growth through this course.
Meets Expectations (80-89%)	Activities are complete. All expectations for each section were met.	Reflection is thoughtful and describes the project and its implications in the classroom. Explains thinking and learning process and might include implementations for future learning. Evidence of personal growth through this course.
Does Not Meet Expectations (60-79%)	Activities are not fully complete.	Reflection is describes the project but might not include its implications in the classroom. Little evidence of personal growth through this course.
Incomplete (under 59%)	No evidence of activities completed..	No evidence of reflection

Final Project:

	Action Plan 75% of grade	Flipgrid 25% of grade
Exceeds Expectations (90-100%)	Action plan is highly detailed, and goes above and beyond to reflect on course content and apply it to learner's setting.	Flipgrid is thoughtful, between 45-60 seconds, and reflects on the course and the action plan.
Meets Expectations	Action plan is detailed, and	Flipgrid is between 45-60

(80-89%)	integrates content from the course.	seconds, and reflects on the course OR the action plan, but not both.
Does Not Meet Expectations (60-79%)	Action plan may be lacking in one or more areas, or does not integrate content from the course.	Flipgrid is less than 45 seconds.
Incomplete (under 59%)	No evidence of a completed action plan.	Flipgrid is incomplete or not turned in.

Course Outline

Module	Activities
Course Introduction	<ul style="list-style-type: none"> ● Learning Matrix
Section 1: Exploring the facets of culturally responsive classrooms	<ul style="list-style-type: none"> ● Culture and Race, relevant pedagogy, 5 elements of culturally responsive teaching ● Reflection
Section 2: Honoring students' unique cultural backgrounds, values, beliefs, and communication needs	<ul style="list-style-type: none"> ● Cultural backgrounds, values, communication, culture, intersectionality ● Reflection
Section 3: Unpacking how equity concepts such as implicit bias and stereotype threat affect your classrooms	<ul style="list-style-type: none"> ● Stereotypes, labels, implicit bias, discrimination, Implicit association ● Reflection
Section 4: Evaluating and identifying resources to improve the cultural responsiveness of existing curricula	<ul style="list-style-type: none"> ● Curriculum ● replace, remix, reframe ● Reflection
Course Wrap Up	<ul style="list-style-type: none"> ● Submit Learning Matrix