COURSE SYLLABUS

Course: Becoming a Culturally Responsive Teacher

Presenter: Gary Howard

Credits: 3 Graduate Credits

Course Overview
In this course, you will gain the knowledge and skills to reach students who are culturally and racially different from you. You will explore your own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. You will learn principles of Culturally Responsive Teaching, including affirming students' cultural connections, stressing collectivity as well as individuality, and managing the classroom with firm, consistent, caring control.

Presenter's Biography
Gary R. Howard has over 35 years of experience working with issues of civil rights, social justice, equity, education, and diversity, including 28 years as the Founder of the REACH Center for Multicultural Education. Mr. Howard completed his undergraduate work in Cultural Anthropology and Social Psychology at Yale University and did graduate work in ethics and social justice at Yale Divinity School. Mr. Howard has provided extensive training in cultural competence and culturally responsive practice and is the author of numerous articles on race, justice, and multicultural issues. His most recent book, *We Can't Teach What We Don't Know* (Second Edition, 2006), was published by Columbia University and is considered a groundbreaking work examining issues of privilege, power, and the role of White leaders and educators in a multicultural society.

Learning Objectives
In this course, you will explore:
- Culturally competent behaviors, beliefs, and attitudes
- The direct relationship between teachers' level of cultural competence and students' level of achievement
- How issues of privilege and social dominance impact student success and engagement
- Seven principles of culturally responsive teaching
- Eight foundational principles on which a culturally responsive classroom is based

Course Outcomes
By the end of this course, you will be able to:
- Assess your own practices related to the seven principles of culturally responsive teaching
- Use the perspectives and lived experiences of your diverse students as springboards to greater engagement, motivation, and success
- Create a professional vision incorporating key concepts and personal reflections from this course

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the "Resources" tab to the right of the screen.

Methods of Instruction and Evaluation

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Pre and Post surveys
- Mid-course Project and Final Capstone Project

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)

Total grade for the course is a culmination of performance grades

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0

Percentage of Course Credit

Course grade is determined by the following:

- Reflections   15%
- Checks for understanding   25%
- Mid-course project   25%
- Final Capstone project   35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content and made connections to practice. Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice. OR Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.

Course Calendar

Unit 1: Introduction

In this unit, Gary Howard makes the case for the importance of this course: the data shows that "difference" can predict negative academic outcomes. As educators, we must consciously work at transforming both ourselves and our professional practices so that school is a place where all students feel welcomed, and authentic relationships across differences make academic success possible.

Objectives
After completing this unit, you will know:
- A working definition of cultural competence
- The relationships between inclusion, equity, and excellence

Outcomes
By the end of this unit, you will be able to:
- Identify culturally competent behaviors, beliefs, and attitudes
- Connect the course to own work and life

Readings:
- Howard, G. R. (2006). Introduction. In *We Can't Teach What We Don't Know* (pp. 1-11). New York, NY: Teachers College Press.

- Howard, G. R. (2006). White man dancing: A story of personal transformation. In *We Can't Teach What We Don't Know* (pp. 13-27). New York, NY: Teachers College Press.

Unit 2: Personal Growth Toward Racial and Cultural Competence

This unit begins with a "Culture Toss" activity, in which participants identify six characteristics by which they define themselves (race/ethnicity, religion/spirituality, language, life value, vocation, and possession), then think about the cost of giving any of these parts of themselves up. Participants consider the big question: What happens to a student's academic energy when the school environment pressures him to be someone other than who he is?

Howard identifies seven steps in personal growth toward cultural competence, and teachers and students share personal narratives. Finally, each workshop participant identifies a personal growth plan, a goal to enhance his or her cultural competence as an educator.

Objectives
After completing this unit, you will know:
- The relationship between teachers' cultural competence and students' achievement
- The steps in a developmental model used to track growth toward cultural competence

Outcomes
By the end of this unit, you will be able to:

- Learn from students' personal narratives
- Design a personal growth plan

Readings:
- Howard, G. R. (2006). Mapping the journey of white identity development. In *We Can't Teach What We Don't Know* (pp. 87-100). New York, NY: Teachers College Press.

- Howard, G. R. (2006). Ways of being white: A practitioner's approach to multicultural growth. In *We Can't Teach What We Don't Know* (pp. 101-116). New York, NY: Teachers College Press.

Unit 3: Understanding Privilege, Power, and Social Dominance

This unit begins with an activity (We, the People) in which participants consider American ideals of equity vs. our current reality. Teachers and school leaders gain an understanding of how issues of race, whiteness, and social dominance interact to create and sustain race based educational disparities. They examine how the Dynamics of Dominance impact student outcomes in their own schools and classrooms, and how issues of privilege and power may get in the way of their own practice.

Objectives
After completing this unit, you will know:
- A historical perspective on issues of privilege, power, and social dominance
- How issues of privilege and social dominance impact student success and engagement

Outcomes
By the end of this unit, you will be able to:
- Examine how teachers' race consciousness impacts students' feelings of inclusion and efficacy
- Apply the lessons of this unit to teaching practice

Readings:
- Howard, G. R. (2006). White dominance and the weight of the West. In *We Can't Teach What We Don't Know* (pp. 29-52). New York, NY: Teachers College Press.

- Howard, G. R. (2006). Decoding the dominance paradigm. In *We Can't Teach What We Don't Know* (pp. 53-68). New York, NY: Teachers College Press.

Unit 4: Practical Strategies for Culturally Responsive Teaching

In this unit, participants compare the characteristics of "good to great" students with those who are "missing or not engaged." They share examples of the successes they have had with their most marginalized students, and identify the key teacher behaviors that produced these successes. Participants are introduced to the Seven Principles for Culturally Responsive Teaching (Shade, Oberg, and Kelly) and asked to identify specific ways they and their colleagues are creating both doorways and barriers related to these seven dimensions of effective practice.

Objectives
After completing this unit, you will know:
- The definition of culturally responsive teaching
- The Seven Principles for Culturally Responsive Teaching

Outcomes
By the end of this unit, you will be able to:
- Assess equity outcomes in school or classroom
- Identify teacher behaviors and beliefs that serve as keys to equity and inclusion

Readings:
- Howard, G. R. (2006). White teachers and school reform: Toward a transformationist pedagogy. In *We Can't Teach What We Don't Know* (pp. 117-136). New York, NY: Teachers College Press.

Unit 5: The Power of Relationships and Classroom Climate: Building the "Front Porch" for Academic Achievement

In this unit, Gary Howard explains the first three of the Seven Principles of Culturally Responsive Teaching:
- Students are affirmed in their cultural connections
- Teacher is personally inviting
- Learning environments are physically and culturally inviting

Workshop participants describe how these principles are in evidence in their own classrooms, and what challenges they face in implementing them. We visit classrooms for a firsthand look.

Objectives
After completing this unit, you will know:
- The first three principles of Culturally Responsive Teaching, the "front porch" for academic achievement
- How exemplary educators implement these principles

Outcomes
By the end of this unit, you will be able to:
- Identify Principles 1, 2, and 3 as seen in classrooms
- Learn from students' perceptions of their teachers
- Assess own practice in terms of Principles 1, 2, and 3

Unit 6: Powerful and Flexible Instruction: Building a Strong "Foundation" for Diverse Learners

In this unit, Gary Howard explains the fourth and fifth of the Seven Principles of Culturally Responsive

Teaching:

- Students are reinforced for academic development
- Instructional changes are made to accommodate differences in learners

Workshop participants describe how these principles are in evidence in their own classrooms, and barriers to their implementation. We visit classrooms to see these principles in action. In addition, four foundational beliefs that undergird Culturally Responsive Teaching are explored.

Objectives
After completing this unit, you will know:
- How to reinforce students' unique strengths
- How to teach to students' diverse ways of learning
- How exemplary educators implement Principles 4 and 5
- Four (of eight) Foundational Beliefs that undergird the Seven Principles of Culturally Responsive Teaching

Outcomes
By the end of this unit, you will be able to:
- Identify Principles 4 and 5 as seen in classrooms
- Assess own practices related to Principles 4 and 5

Unit 7: Classroom Management: Respectful Discipline and Creative Grouping

In this unit, Gary Howard and workshop participants explore the final Principles of Culturally Responsive Teaching:
- Classroom is managed with firm, consistent, caring control
- Learning environments stress collectivity as well as individuality

Classroom examples are provided. The remaining Foundational Beliefs are described

Objectives
After completing this unit, you will know:
- How to manage classrooms with firm, consistent, caring control
- How to stress collectivity as well as individuality
- How exemplary educators implement Principles 6 and 7
- Additional (5-8) Foundational Beliefs that undergird the Seven Principles of Culturally Responsive Teaching

Outcomes
By the end of this unit, you will be able to:
- Identify Principles 6 and 7 as seen in classrooms
- Assess own practices related to Principles 6 and 7

Readings:
- Howard, G. R. (2006). White educators and the river of change. In *We Can't Teach What We Don't Know* (pp. 69-86). New York, NY: Teachers College Press.

- Howard, G. R. (2006). Our unfinished work: White educators and La Tierra Transformativa. In *We Can't Teach What We Don't Know* (pp. 137-144). New York, NY: Teachers College Press.

Unit 8: Course Summary, CRT Action Research, and Why We Do This Work

Participants are guided in a process of designing their own action research projects for integrating the lessons of this course into their daily educational practice, with checkpoints and markers for assessing their ongoing progress. Participants are challenged to deepen their vision and commitment to equity and social justice, and to remember what it takes to teach and lead in diverse settings.

Objectives
After completing this unit, you will know:
- Create an integrated overview of the course purpose and content
- Understand the course in the context of school reform

Outcomes
By the end of this unit, you will be able to:
- Finalize assessment of teaching practice for each of the Seven Principles
- Design and implement an Action Research Project
- Revisit Professional Vision created earlier in the course

Assessments

BECOMING A CULTURALLY RESPONSIVE TEACHER

MID-COURSE PROJECT

Description:
The purpose of this project is to identify current classroom practices that are "getting in the way" of student learning. You will also use this opportunity to develop an Improvement Plan based on student surveys and classroom observation. The data collected for this project will serve as a building block for your Final Capstone Project. Please note that you will receive feedback on your work and be evaluated against the project rubric.

Design an Improvement Plan to Increase Student Learning
Using information you collect through a student survey, and observation on your classroom practice, develop an Improvement Plan to meet the needs of your students and improve student learning. Begin by following these steps:

a. **Reflect on the "Student Voices" video:** To what extent do the concerns voiced by the students in the "Student Voices" video seem similar to, or different from concerns you might hear from your own students?

b. **Survey your students:** Develop a survey to find out what's working/not working for your students in the classroom. You can choose either of the following:
   - Design or find a survey to measure student attitudes toward school. (Note: if you use a survey designed by someone other than you, you must cite the source where you found it.)
   - Provide each student with a 3x5 card and instruct them to write three things that "make them feel smart" on one side and three things that "get in the way of learning" on the other.

c. **Analyze the results:** Reflect on whether responses differ from group to group. Look for similar responses across areas of cultural responsiveness such as gender, language spoken at home, race, etc. An example of what you might find is as follows: White students feel their concerns are heard in class; Black students feel like they're not listened to. Note whether the results confirmed or contradicted your expectations. Reflect on anything that surprises you or that stands out. Were the comments positive reinforcement of your practice or are they cause for concern?

d. **Create charts or graphs based on the results:** Based on the information you collect, create a graph or chart that shows three or more practices that make students "feel smart." Create a second graph or chart that shows three or more practices that "get in the way of learning."

e. **Identify a practice to improve:** From the chart, choose a teaching practice you'd like to improve (a positive behavior that you'd like to do more of, or a negative behavior you'd like to reduce). Explain why you have chosen that practice and how the data helped you arrive at your decision.

f. **Reflect on your classroom practice:** First, collect information on your current practice in one of the following ways:
   i. Arrange for a colleague to visit your class in order to provide feedback on the practice you're working on. Describe his/her observations.
   ii. Arrange for someone to videotape your class. View the videotape and describe your observations.
   iii. Chart information yourself, for example, use a class roster and place a checkmark next to each student's name as you call on him/her, or note the amount of time you spend reprimanding students, and for what infraction. Describe what you observe.

Write a reflection on what you or your colleague observed. How do your observations compare with student survey results?

g. **Develop your Improvement Plan:** Outline the steps you plan to take in order to improve your practice. Describe how you will measure your success. Indicate the timeline for monitoring your improvement.

When you've completed your Mid-course Project, upload each of the project components to the Evidence tab in the eClassroom.

Alternate assignment (when you're not in a classroom or out for the summer):
Design a prospective student survey and reflect on what you think your students might share in their responses. Reflect on your classroom practice by charting the information yourself based on a past class roster and your own memory of student interaction.

Mid-course Project Evaluation:

Project component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score
Reflection on video (25%)	Provides a narrow reflection and unclear comparison.	Provides a brief reflection and comparison with video and students' concerns.	Provides a thorough reflection and makes thoughtful connections with video and students' concerns.	Provides a comprehensive reflection and insight into video and students' concerns. Offers action steps to improve practice.	
Quality of student survey and analysis (25%)	Develops a student survey that lacks several critical components. Analysis lacks details that would lead to improvement in practice.	Develops a student survey that lacks one critical component. The relationship between the data collected and the goal is unclear.	Develops a student survey that includes all critical components. A goal for improving practice, consistent with survey data is clearly defined.	Develops a student survey that includes clear and concise components and demonstrates planning mastery. A goal is clearly articulated and is justified by the survey data.	
Reflection on classroom practice (25%)	Provides a narrow reflection on practice and little comparison with previous results.	Provides a brief reflection on practice and some comparison with previous results.	Provides a thorough reflection on practice and comparison with previous results.	Provides a comprehensive reflection on practice and how it compares to previous results. Provides action steps for improvement.	
Develop Improvement Plan (25%)	Develops an Improvement Plan that lacks a timeline for implementation and measures of success.	Develops an Improvement Plan that lacks either a timeline for implementation and measures of success.	Develops an Improvement Plan that includes a timeline, plan, and measures of success.	Develops an Improvement Plan that includes a timeline, plan, and measures of success and demonstrates planning mastery.	

Mid-course Project Performance Summary

Total Score   _____/100%

Qualitative feedback:

BECOMING A CULTURALLY RESPONSIVE TEACHER
FINAL CAPSTONE PROJECT

Description:
The purpose of this project is to demonstrate your understanding of the Seven Principles of Culturally Responsive Teaching by reflecting, and analyzing data. You will also have the opportunity to create a Personal Action Research plan, which should be a living document you can modify during implementation to meet your learning needs. Please note that you will receive feedback on your work and be evaluated against the project rubric.

Develop Your Personal Research Action Plan
Locate and review the Personal Action Research Project document. Create a Personal Research Action Plan incorporating your understanding of the Seven Principles and data from the Mid-course Project. Begin by following these steps:

1. **Identify classroom data:** Complete the "Data for Becoming a Culturally Responsive Teacher Chart" by including the following criteria:

   ▪ Review the "CRT Personal Reflection" document you completed following Unit 8, Segment 1. If you did not complete the document, do so now. Then, transfer your self-ratings to the left-hand column of the matrix titled "Self-evaluation from CRT Personal Reflection".

   ▪ Use the middle column to record student survey data from the Mid-course Project, placing each "makes me feel smart" and "gets in the way of learning" comment next to the principle that best applies. For example, you might pair "teacher greets us at the door" with Principle 2.

   ▪ Add any classroom observations from the Mid-course Project into the right-hand column. For example, if you noted you spent 1/3 of the class period reprimanding the same four students, you'd place that next to Principle 6.

2. **Reflect on your practice:** Use the completed chart to reflect on your practice as a Culturally Responsive Teacher. In your reflection, be sure to address what areas you have made improvements in or developed a deeper understanding. Describe your progress.

   Note: You may wish to refer to the "Elements and Strategies" document in the Resources section for specifics related to each of the Seven Principles.

3. **Collaborate to meet your goal:** With the supportive colleague you identified in your "Personal Action Research Project" document (Unit 8, Segment 2), brainstorm a list of action steps you'll take to meet the goal you set for yourself. (If you had not yet completed the Personal Action Research document, do so independently at this time. Then meet with your colleague to brainstorm the list of action steps you will take.)

   Explain your rationale for selecting your goal and the action steps you will take. Describe how your colleague's insight influenced your decisions. What obstacles do you anticipate in reaching your goal, and what can you do to overcome them?

4. **Develop your Personal Research Action Plan:** Formally draft your Personal Research Action Plan. Identify your goal, action steps, evaluation criteria and timeline. Consider how you will seek feedback from peers on your progress as you work toward your goal.

When you've completed your Final Capstone Project, upload each of the project components to the Evidence tab in the eClassroom.

Final Capstone Project Evaluation:

Project component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score
Quality of classroom data (25%)	Develops a chart that lacks several critical components.	Develops a chart that lacks one critical component.	Develops a chart that includes all critical components.	Develops a chart that includes clear and concise components and demonstrates planning mastery.	
Reflection on practice (25%)	Provides a narrow reflection on strengths and changes on becoming a Culturally Responsive Teacher.	Provides a brief reflection on strengths and changes on becoming a Culturally Responsive Teacher.	Provides a thorough reflection on strengths and changes on becoming a Culturally Responsive Teacher.	Provides a comprehensive reflection on strengths and changes on becoming a Culturally Responsive Teacher and provides action steps.	
Collaboration (25%)	Identifies inadequate action steps, obstacles, and/or strategies for overcoming these obstacles.	Identifies some action steps that may lead to improved practice and briefly mentions collaboration.	Identifies a number of action steps to improve practice and recognizes collaboration.	Identifies a number of action steps to improve practice and defines how collaborative assistance was instrumental.	
Develop Personal Research Action Plan (25%)	Develops a plan that lacks several of the items: a goal, action steps, evaluation criteria and timeline.	Develops a plan that lacks one of the items: goal, action steps, evaluation criteria and timeline.	Develops a plan that includes of the items: goal, action steps, evaluation criteria and timeline.	Develops a plan that includes of the items: goal, action steps, evaluation criteria and timeline and demonstrates comprehensive ways	

				to get peer feedback.	

Final Capstone Project Performance Summary

Total Score _____/100%

Qualitative feedback: