



**Educ 401**

**Culturally Responsive Pedagogy**

**Summer Prerequisite 2019**

**Course Meetings:** June 17-July 26  
**Instructor:** Diana Cornejo-Sanchez  
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**Location:** Online

### **COURSE DESCRIPTION**

EDUC 401 This course is designed to provide participants with an understanding of the sociocultural realities and histories of their students. Participants will learn ways to: negotiate the culture of the classroom with the identities of their students to foster a community of learning, uncover biases, design a diverse curriculum, and learn how systems in the classroom can support high expectations for all students.

### **ESSENTIAL QUESTIONS**

1. How do our identities influence our teaching and perception of students?
2. How can culturally responsive teaching help cultivate an inclusive classroom where all students feel supported and excel academically and socially?

### **PROGRAM STANDARDS**

- TPE 1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. *(I, P)*
- TPE 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. *(P, A)*
- TPE 2.6** Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
- TPE 4.1** Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. *(A, P)*
- TPE 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

## REQUIRED COURSE MATERIALS

Hammond, Z., & Jackson, Y. (2015). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin, a SAGE Company.

## COURSE ASSIGNMENTS and ACTIVITIES

### ***Reflections:***

Reflections are an opportunity to personalize and synthesize the content you learned in class as well as the content you have absorbed from the readings. When responding to prompts please select one or more of the week's readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author's ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. Your reflection should also include a dialogue about the impact course readings, content, and activities have had on your practice.

### ***Reader Response/Peer Responses***

Reader response briefs offer an opportunity to reflect on what strikes you about the course readings and content. Select one or more of the week's readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author's ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. You are particularly encouraged to raise questions and point out connections or contradictions across texts.

You should post your reader's response to the Powerschool Discussion by 10:00pm on Thursday. By 4:00 p.m. on Sunday you should respond to at least three peers post in your response group. Share something that struck you about what they wrote, new questions that have emerged for you, etc. The purpose of the discussions are to serve as an archive of our collective thinking, but more importantly to connect with others regarding their insights and to push our thinking.

### ***Put it into Practice:***

This is an opportunity to actually go out and use what you have learned in class. Throughout credentialing classes you will focus on specific methods for teaching. Each week's session will provide a "Put It Into Practice" that asks you to try out the new skill(s) you learned and then to reflect upon the planning, implementation, success and challenges you faced while implementing it.

### ***Final Project:***

Each course will have a final project that encapsulates all the course learning outcomes and program standards. Students self-assess their final products at the end of the course using a rubric that may be co-created by instructors/participants - add your final project description here as well as a link to a rubric that you may adjust as you co-design it with students.

## COURSE SCHEDULE

### PRE WORK

**Pre reading:** From *Culturally Responsive Teaching & the Brain: Climbing Out of the Gap*

**Discussion:** Post a pic of you doing what you love and what you are looking forward to this summer.

### Week 1: June 17, 2019--Exploring the Self: Uncovering Biases & Strengths

- How do our identities influence our perceptions of the world and influence our teaching?
- What is culturally responsive teaching and how can it help us cultivate inclusive and equitable classrooms?

#### Connections and Practices for

- **Students with exceptionalities:** It's important to understand the intersectionality of learning disabilities and those from marginalized communities. Learning disabilities and anxiety go hand and hand and many teachers hold biases towards students that do not obtain learning immediately, placing labels on them such as lazy or incompetent.
- **Emergent Bilingual Learners:** Learning a new language and even transitioning to a new country is an intimidating process. We have to be cognizant of our own biases of immigration and culturally linguistic diversity in the United States.
- **Equity and Diversity:** It's important to celebrate the diversity in our classes and in order to achieve equity we must draw upon patterns to support the learning of our students so they too can build connections and community and advance in their learning. It's important to start thinking about diversity not solely as race but gender, socio economic status, ability and religion.

#### Reading/Video/Podcast Due:

##### Readings

- From *Culturally Responsive Teaching and the Brain*
  - Chapter 2: What's Culture Got to Do with It?
  - Chapter 4: Preparing to be a Culturally Responsive Educator
- ["Culturally Responsive Teaching Matters"](#)
- [Overview of Culturally Responsive Teaching](#) (click through the different sections)

##### Video:

- [Introduction to Culturally Relevant Pedagogy](#)
- [Expanding Teacher Self-Knowledge](#)

#### Put It To Practice due today:

- Identity Wheel and Acknowledging the Face of Privilege
- Empathy Interview with Partner
- Empathy Interview Module 1 Reflection Paper
- Reading Discussion Post & 3 Peer Responses

#### Classroom Strategies

- [Identity Iceberg](#) Model & [Identity Iceberg](#)

<ul style="list-style-type: none"> <li>● <a href="#">Watch the Facilitation video for the PITP</a></li> </ul> <p><b>Podcast:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Culturally Responsive Teaching: 4 Misconceptions</a></li> </ul>	
<p style="text-align: center;"><b>Week 2: June 24, 2019--Building Positive Relationships with Students &amp; Families</b></p> <ul style="list-style-type: none"> <li>● What barriers are there to building positive relationships with students and families?</li> <li>● How can culturally responsive teaching help teachers build positive relationships with students and families?</li> </ul> <p style="text-align: center;"><b><u>Connections and Practices for</u></b></p> <ul style="list-style-type: none"> <li>● <b>Students with exceptionalities:</b> Family connections is critical here because it allows us to bridge home and school. Families need to be seen as experts, they have a comprehensive understanding of strategies that have been successful for their student. Inviting families to be partners with you to support the student will provide the student consistency and safety allowing them to remove some stress barriers to focus on the learning. For students with IEPs there is a specific legislation that is designed to ensure that families and students have a place at the table as partners in the decision making regarding a students curriculum and support.</li> <li>● <b>Emergent Bilingual Learners:</b> Families who are culturally linguistic often feel isolated in schools because of the language barrier. Because we may not be fluent or even proficient in the language of all of our families, it's important that we utilize translation services not just in materials sent home but also in communicating with them. School translators can help translate print and also serve as a support in phone calls and/or meetings. In addition, attempting to learn simple phrases like greetings or something special about their student can make a huge difference in the relationship because of the inclusive effort.</li> <li>● <b>Equity and Diversity:</b> Diversity here includes us being cognizant of the makeup of families that exist. There may be students that do not have parents and instead live with extended family or may even be in the foster care system. In addition, this applies when we use exclusive language of mom and dad as it excludes families that may consist of family dynamics such as single parent households or same sex parents. It's important to be mindful of this because it will allow students to feel seen and accepted.</li> </ul>	
<p><b>Reading Due Today:</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>● From <i>Culturally Responsive Teaching and the Brain</i> <ul style="list-style-type: none"> <li>○ Chapter 5: Building the Foundation of Learning Partnerships</li> </ul> </li> <li>● From <i>Everyday AntiRacism Teaching</i></li> </ul>	<p><b>Put It To Practice due today:</b></p> <ul style="list-style-type: none"> <li>● Introduction Letter to Families</li> <li>● Reflection: My Family's Experience in my Education...</li> <li>● Reading Discussion Post &amp; 3 Peer Responses</li> </ul>

<p>○ <a href="#">“Knowing Students as Individuals”</a></p> <p>○ <a href="#">“Showing Students Who You Are”</a></p> <p>○ <a href="#">“Valuing Students’ Home Worlds”</a></p> <p>○ <a href="#">“Getting to Know Students’ Communities”</a></p> <p>○ <a href="#">“Moving Beyond Quick ‘Cultural’ Explanations”</a></p> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Facilitator Video</a></li> <li>● <a href="#">Teacher and Parent Relationships Ted Talk</a></li> </ul>	<p><b>Classroom Strategies:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Amanda’s Letter to Families and Information Packet</a> - <i>Here is the letter that I have sent home to families in the past along with an information packet.</i></li> <li>● Get to Know You Activities <ul style="list-style-type: none"> <li>○ <a href="#">Brown Bag Get to Know you Activity</a></li> <li>○ <a href="#">We Are a Family - Family Portrait Project</a></li> </ul> </li> <li>● <a href="#">Family Communication Log Template</a> - <i>You can use this communication log to track how often your are reaching out to families.</i></li> <li>● <a href="#">Language--what we say matters</a></li> <li>● <a href="#">Home Visit Resources</a> - <i>Parent Teacher Home Visits provides information and resources about how to add home visits to your toolkit to connect with families.</i></li> </ul>
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**Week 3: July 1, 2019--High Expectations for ALL Learners**

**Connections and Practices for**

- **Students with exceptionalities:** In this area it is important that we are mindful of the learning goals for students as stated on their SST, 504, or IEP and ensure we are leading out their accommodations. We need to work with the student and their support team to identify their strengths and needs in order to build upon them to advance learning and not just simply be content with keeping them stagnant at their present levels. Prior to the 1990’s students with learning disabilities were not viewed as capable of graduating from high school, however since 2004 legislation has mandated accountability for students with disabilities and because of that there has been more than 50% increase of students with learning disabilities graduate from high school.
- **Emergent Bilingual Learners:** Understanding a students language proficiency is very important especially in understanding where their needs may lie. It’s also important to understand who your students are who classify as English Learners. Tests like the ELPAC can be an indicator of language proficiency and should also not be the only measure. Frequent conversations and conferences with the student will help identify their language needs in listening, reading, and writing. Specific language instruction and support to build language proficiency like academic language can help support their growth in the English language.
- **Equity and Diversity:** As stated in “Helping Students of Color Meet High Standards,”

marginalized communities are often challenged and expected to meet the learning goal on their own. However, strong learning goals need to be established in partnership with students. In addition, support needs to be put in place and check ins need to occur to support students being successful in meeting learning goals and building upon them. Often times our own biases can prevent us from challenging students because we do not think they can handle it; students have shown that when high expectations are in place with high levels of support, they indeed can be successful in challenging tasks.

**Reading Due:**

**Readings**

- From *Culturally Responsive Teaching and the Brain*
  - Chapter 6
- [“Helping Students of Color Meet High Standards”](#)
- [“What Discipline is For: Connecting Students to the Benefits of Learning”](#)
- [“Focusing on Student Learning”](#)
- Teach Like a Champion: Setting High Academic Expectations
- From *School Talk*
  - Chapter 7: “Opportunity Talk”

**Videos**

- [Facilitation Video](#)
- [High Expectations](#)

**Put It To Practice due:**

**Put It To Practice:**

- Reading Discussion Post & 3 Peer Responses
- Case Study Analysis

**Classroom Strategies**

**Avoiding High Perfectionism, Low Help Conditions**  
FROM EVERY DAY ANTI-RACISM

- Avoid calling disproportionately on high achievers
- Avoid interpersonal comparisons of student performance that reflect negatively on some students, such as telling students when peers outperformed them
- Help students understand that making mistakes is okay if they tried their best
- Push students to persist, but also give appropriate assistance, when assignments seem too difficult
- Emphasize that the major goal is thorough understanding, not simply right answer; making mistakes is okay as long as students are learning
- Give students periodic opportunities to redo assignments on which they do poorly

**Week 4: July 8, 2019--Learning and Teaching within the Context of Culture**

- How do we create classrooms that are safe, critical spaces where all students feel a sense of belonging and connection to their community?
- How can we cultivate a classroom environment where students:
  - Know the many aspects of their own identities?
  - Celebrate and respect the diversity of identities in other people?
  - Identify injustice?
  - Act to create change?

**Connections and Practices for**

- **Students with exceptionalities:** Representation often times gets centered around gender and race, however it is important our students with learning disabilities not only see themselves in the curriculum but that others are exposed to the variations of learners. This will help support students working together and understanding the various needs all learners bring to the table.
- **Emergent Bilingual Learners:** Having the ability to be culturally linguistic is a huge asset, yet in the past, education has marginalized these communities by prohibiting native

languages other than English to be spoken in the setting. Our students need to see themselves, their culture, and their language present in the curriculum and in the learning environment. Their languages need to be celebrated and welcomed and tapped into to enrich the learning of others including the teacher.

- **Equity and Diversity:** Integration of students' identities is an important contributor to students' sense of belonging. When students can see themselves in the curriculum and learning experiences are designed to expose them to our global society, then their stress levels are reduced allowing them to learn about themselves and others, establishing a safe community for learners. It is critical here to know students well and take their cultural funds of knowledge into consideration when planning. Authentic integration of student identities is important and not just representation in curriculum.

### Reading Due:

#### Readings

- From *Culturally Responsive Teaching and the Brain*
  - Chapter 9
- From *Everyday Antiracist Teaching*
  - ["What is on Your Classroom Wall? Problematic Posters"](#)
  - ["Creating Safe Spaces in Predominantly White Classrooms"](#)
  - ["Responding to the N-Word"](#)
- [Teaching Tolerance Social Justice Standards](#)  
(read through the grade-level standards that match your teaching context)

#### Videos

- [Facilitation Video](#)
- [The Danger of a Single Story](#)

### Put It To Practice Due:

- Reflection Paper
- Reading Discussion Post & 3 Peer Responses

#### Classroom Strategies

- [Windows and Mirrors Reflection](#) - *Helps students reflection on similarities and differences between themselves and characters in a book or read aloud.*
- [Classroom Audit](#) - *Use this checklist to consider how the texts in your space provide diverse representation of identities. Can also be used to examine curriculum/projects as well as classroom design.*
- [Courageous Conversations Norms Slide](#) - *Norms that you can use to frame conversations about identity and diversity with students. It is crucial that students understand how to be thoughtful and respectful while discussing identity.*
- [Classroom Management: Resource Roundup](#) - *Resources to help you think through how your classroom management supports a community culture where students have a sense of*

	<p><i>belonging</i></p> <ul style="list-style-type: none"> <li>● Book Lists / Resources to diversify your classroom: <ul style="list-style-type: none"> <li>○ <a href="#">Teaching Tolerance Printable Posters</a></li> <li>○ <a href="#">Teaching for Change Book Lists</a></li> <li>○ <a href="#">Diversifying Reading</a></li> </ul> </li> </ul>
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**Week 5: July 15, 2019--Context for Culturally Responsive Teaching**  
What theories and philosophies of education support culturally responsive teaching?

<p><b>Reading Due:</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>● Fine, S. "<a href="#">Why Dewey Needs Freire, and Vice Versa: A Call for Critical Deeper Learning</a>"</li> <li>● <a href="#">From Pedagogy of the Oppressed: Chapter 2</a></li> <li>● <a href="#">The Culturally Responsive Teacher</a></li> <li>● "<a href="#">Culturally Relevant Teaching and the Concept of Education</a>"</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Facilitator Video</a></li> <li>● <a href="#">Changing Educational Paradigms</a></li> <li>● <a href="#">Reality Pedagogy</a></li> </ul>	<p><b>Put It To Practice:</b></p> <ul style="list-style-type: none"> <li>● Philosophy of Education</li> <li>● Reading Discussion Post &amp; 3 Peer Responses</li> </ul>
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**Week 6: July 22, 2019--Culturally Mediated Instruction/Designing Diverse Curriculum**

<p><b>Readings Due:</b></p> <ul style="list-style-type: none"> <li>● From <i>Everyday Antiracism</i> <ul style="list-style-type: none"> <li>○ "<a href="#">Using Critical Hip-Hop in the Curriculum</a>"</li> <li>○ "<a href="#">Teaching Representations of Cultural Difference Through Film</a>"</li> <li>○ "<a href="#">Making Race Relevant in All-White Classrooms: Using Local History</a>"</li> <li>○ "<a href="#">Teaching Facts, Not Myths, about Native Americans.</a>"</li> <li>○ "<a href="#">Involving Students in Selecting Reading Materials</a>"</li> <li>○ "<a href="#">Engaging Youth in Participatory</a></li> </ul> </li> </ul>	<p><b>Put It To Practice Due:</b></p> <ul style="list-style-type: none"> <li>● Final Reflection</li> <li>● Learning Action Plan</li> </ul>
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<p style="text-align: center;"><a href="#">Inquiry for Social Justice”</a></p> <ul style="list-style-type: none"> <li>● From <i>School Talk</i> <ul style="list-style-type: none"> <li>○ <a href="#">Chapter 4: “Culture Talk”</a></li> </ul> </li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">How to support bisexual students</a></li> <li>● <a href="#">What I Wasn’t Taught in Schools</a></li> <li>● <a href="#">What It Takes to Be Racially Literate</a></li> </ul>	
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### Course Expectations & Citizenship

**Attendance/Punctuality:** If you have an unavoidable emergency that prevents you from participating and completing the online class, let your instructor know as early as possible.

**Make-Up and/or Late Work:** Your work should be submitted on time. However, if you miss a class or need additional time due to an illness, it is your responsibility to contact/approach the practitioner faculty. Late/missed work up can be submitted two (2) weeks from the original due date. After that, grades will be posted as final. Always communicate with your practitioner faculty.

**Participation:** In addition to your physical presence, your mental presence is also required. Teachers are expected to be a contributor to this positive learning environment, responsible for their own learning, and a productive citizen within the classroom. Teachers will use their strengths to work and learn cooperatively with others. Please avoid checking your phone or texting during class.

**Post graduate-level work and Ethics:** Your teaching credential should be regarded as a symbol of professionalism and we expect your work to reflect that. Any form of plagiarism will result in immediate action and penalties which may include repeating the course or departure from the program.