

COURSE SYLLABUS

Course: Becoming a Culturally Responsive Teacher

Presenter: Gary Howard

Credits: CEU

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
- Reflection Final

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 | 40% |
| ▪ Checks for understanding | 60% |

To support professional development standards, participants should take the learning beyond the course to implement in practice. Resources are provided to bridge learning to practice.

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	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

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