Professional Development Institute

Flex Course Syllabus

Cultural Responsiveness and Inclusivity of Diverse Students (K-12)

PDI Course Number: 141T02

UCSD Course Number: EDUC42570

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you searching for strategies to make your classroom more culturally responsive for, and inclusive of, all your students? This online course is designed for K-12 teachers who are looking to dig deeper into their own teaching practices and explore strategies for infusing cultural responsiveness and inclusivity. This course begins by discussing the evolution of cultural responsiveness and the importance of prioritizing social-emotional well-being not just for students, but for teachers too. From there, teachers learn specific strategies to adapt and rethink lessons and best practices they already have in existence in order to make them more culturally relevant and to accelerate student engagement and learning. The framework of intersectionality is introduced, as well as impactful ways to recognize and attend to intersectionality that is inclusive of all aspects of culture. Specific culturally responsive and inclusive classroom management strategies for both the physical and digital classroom are shared, and teachers will explore ways to create a more inclusive classroom community built on self-awareness, self-efficacy, trust, and belongingness. Strategies for tackling sensitive topics such as race and racism, as well as disability and ableism, are also shared. Finally, teachers will learn what it

means to be a global citizen and they will explore strategies for empowering students to become changemakers. By the end of this course, teachers will feel more confident and successful in their quest to embed cultural responsiveness and inclusivity into their own teaching practices.

Educational Outcomes

1. Teachers will be able to define cultural responsiveness and will understand its relevance to learning and achievement.
2. Teachers will understand the different types of biases and will be able to evaluate and address the biases they hold.
3. Teachers will understand the importance of prioritizing the social-emotional well-being not just for students, but for themselves too.
4. Teachers will learn how to rethink the way we define racism as well as learn specific strategies to help students understand cultural and racial privilege.
5. Teachers will learn specific strategies for creating a classroom community that ensures all students feel valued and visible.
6. Teachers will learn how to intentionally cultivate a learning environment that honors racial and intersectional diversity by fostering a culture of self-awareness and self-efficacy.
7. Teachers will explore the elements of global citizenship and will learn how to best incorporate them into daily practice in a way that feels manageable, authentic, and sustainable.
8. Teachers will explore the steps needed to effectively promote cultural competence in students by bringing outside perspectives into the classroom and engaging them in the global community.
9. Teachers will examine the layers of their own culture to set the stage for the development of a more compassionate understanding of the cultures of others.
10. Teachers will learn about the scope and impact of disability culture throughout history.
11. Teachers will explore impactful ways to recognize and attend to intersectionality that is inclusive of all social identities.
12. Teachers will understand the ways in which ableism can manifest within our culture, practices, and beliefs, and they will learn strategies to promote anti-ableism through culturally responsive efforts.
13. Teachers will explore best practices which usher in the development of a culturally responsive classroom environment.
14. Teachers will explore strategies for developing culturally responsive curriculum and assessments to bolster equitable and inclusive learning experiences.
15. Teachers will examine the ways in which to create and maintain safe learning spaces that promote culture, diversity, equity, inclusion, and belonging.
16. Teachers will examine key attributes of digital classrooms and learn ways to intentionally infuse authentic learning opportunities which actively support diversity, equity, inclusion, and belonging.
17. Teachers will learn inclusive and equitable methodologies and activities that support student engagement while simultaneously attending to student buy-in and fostering a culturally responsive classroom culture.

18. Teachers will learn best practices for helping students become changemakers by teaching them how to channel their enthusiasm into resourcefulness that impacts real change.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Reflect on Your Current Practices and Design Two Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- What is Cultural Responsiveness?
- Evaluating Bias and its Impact on Teaching and Learning
- Teachers as Learners
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about cultural responsiveness and inclusivity of diverse students. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Racism in Ideas, Not Individuals
- Creating a Classroom Community of Belonging
- Fostering a Culture of Self-Awareness and Self-Efficacy
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- What Does It Mean to be a Global Citizen?
- Bringing the Outside World into the Classroom
- How Understanding Our Own Culture Provides Access to Others
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively incorporating cultural responsiveness and inclusivity in the classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Disability Culture: A Brief History
- Intersectionality and its Relationship to Disability
- Creating and Nurturing an Anti-Ableist Environment
- **Test #4**

Unit Five

- Creating a Classroom Environment Built on Trust
- Culturally Inclusive and Responsive Classrooms
- **Test #5**

Unit Six

- Designing Classrooms with Culturally Diverse Learning in Mind

- Cultural Diversity in the Digital Classroom
- Establishing Culturally Sound Guidelines for Engagement
- Students as Changemakers: Creating Community Through Culturally Responsive Initiatives
- **Assignment #4**
  PART I: Write at least one paragraph with no less than eight detailed sentences reflecting on your current classroom makeup. If you are not currently teaching, you can reflect on a class that you have had in the past. Then, detail any challenges that you have faced with these diverse learners, and how you plan to overcome (overcame) them.
  PART II: Considering your specific community and the challenges delineated in Part I of this assignment, design two culturally responsive and inclusive lesson plans that are specifically geared toward affirming the diverse learners in your class. Each lesson plan should include a purpose, a materials list (if necessary), and a minimum of six detailed steps to execute the procedure. If necessary, the teacher must also include links to any materials as well as book titles and author information. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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